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CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS
ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITE

bulletin

February Council

At its February meeting Council dealt with the usual mix of matters that come before it, ranging from the development of policy and the review of lobbying positions to the reports on staff matters that all lie within its view.

The first notable event at this meeting was a talk by Jeremy Kinsman, from the Department of Communications, on the processes that are taking place with regard to copyright legislation. In an informative session he laid out the current position of having half the legislation enacted and awaiting the final part, of the interests and pressures that are reflected in the proposals for the next part of the legislation and answered questions from the floor. Council has been taking an active part in the development of CAUT's copyright policy, so it was with considerable interest that the members received the department's information. In the course of his address, Mr. Kinsman acknowledged the active part that CAUT had played in the development of copyright legislation through the person of Don Savage who has sat on the advisory committee.

For many academics the major direct route of contact with Ottawa comes when they interact with the granting councils. Council received reports on the considerable activity that has recently been undertaken by CAUT in regard to SSHRC, NSERC and MRC.

Peter King reported on meetings that had taken place with the Presidents of the three councils in which the topic of appeals about granting decisions had been raised, among other matters. The responses of the three Presidents differed on the question of appeals and there will be follow-up on this matter. The question of universities withholding access to grants during strikes and lockouts was also raised and there has been some correspondence with the Councils on this matter.

The CAUT response to the interim report of the Courtney committee, which is reviewing SSHRC, was discussed. (Pam Smith

reports on CAUT's response in this edition.) It was clear from the questions raised and points made that the relationship of SSHRC policies to the academic community is a very important one and that alterations in policy can have profound effects on those members who need access to grant funds. It is noteworthy that SSHRC is the least well funded of the Councils and the one that has engaged in the most reviews of its function.

The sexual harassment policy debate raised a number of important points. Notable among them was the need to balance consideration for the complainant with the rights of the individual against whom the complaint has been made.

During the course of the meeting eight policy statements were examined by Council. There was considerable discussion on three: the interim policy on fair appointments, the policy on abuse of professional authority - sexual harassment, and the policy on the control of university assets.

The need for a policy on fair appointment has arisen from the experience of AF&T over the past few years. Many of the cases that it has been requested to take up have arisen from the appointment situation. There was an attempt in this policy to set out rules of conduct and expectations of treatment. One of

the major points to arise was about the requirement in the policy to inform applicants, who were being seriously considered for a position, why they failed to get it.

The sexual harassment policy debate raised a number of important points. Notable among them was the need to balance consideration for the complainant with the rights of the individual against whom the complaint has been made. The policy, which had been finally developed by a joint committee from AF&T, SWC and the Coop, is an attempt at a fair conciliation of these potentially differing requirements.

The Treasurer presented a report on the control of university assets. This topic had arisen in the aftermath of the arrangement made by the University of Ottawa to enter into a leaseback arrangement for certain of its library assets. In such an arrangement assets are sold to a corporation which can use the depreciation of the assets as a write-off for tax purposes. The seller uses the money received to pay for leasing the property and eventually re-acquiring it. The effect of the arrangement is to use the tax laws as a source of income for the university. There have been a number of

responses from the academic community as well as from various levels of governments on this type of arrangement.

Council also dealt with the policy on federal taxation, the policy on immigration, security and academic staff, and the policy on the role of private and public police forces and security forces on campus.

Another major part of the meeting was set aside for the housekeeping of the Association. The Treasurer brought forward for initial comments the budget that he will propose in May, details of financial transfers between the Coop, the Defence Fund and the general accounts of the Association were dealt with and the audited statements for last year received.

A two day meeting of Council is a hectic affair. Council members keep their noses to the grindstone in an exemplary fashion. For some who had attended the Pension Workshop and the Coop Board of Directors meeting, it was four days of close attention. Many had to leave quickly on Sunday afternoon to be back for classes on Monday morning. What is truly amazing is that they give up their weekends and are so cheerful about it.

Memorial obtains first tentative agreement

At the eleventh hour, before a mid-day strike deadline, Memorial University Faculty Association reached a first tentative agreement with the university. The final issues between the parties had been governance, discipline and salary. In a final round of intensive, and tiring, bargaining with the

help of a government conciliator the two teams agreed to recommend the tentative settlement.

The agreement brings an average increase in salary of approximately 30% over three years, which will be backdated to April 1988. Eventually, the two sides agreed on a discipline clause which guarantees a fair hearing before any action is taken.

Agreement was also reached on the outstanding grievances between the two sides as well as a tentative settlement to the Webber case between the university, CAUT, and MUNFA.

Ratification by the members of the bargaining unit is expected to take place by the beginning of March.

The agreement brings an average increase in salary of approximately 30% over three years

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Supplément du Statut de la femme
-à l'intérieur

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Managing Editor: John H. Evans

Advertising and Circulation: Liza DuHamel

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Diffusion totale moyenne: 27 000. Le Bulletin de l'ACPU paraît 10 fois au cours de l'année universitaire. Le tiré de chaque mois de septembre à juin. Délai de réception des annonces: 13 jours ouvrables du moins avant la date de publication. Il ne sera pas accepté d'annulation après la date limite. Pour toute autre exception, un délai minimum de 30 jours sera exigé entre la date de parution du journal et la date limite pour postuler le poste.

L'éditeur n'accepte pas d'annonces de postes d'administration d'enseignement qui restreignent les candidatures pour des raisons de race, d'origine raciale, de religion, de couleur, de sexe, d'âge, d'état civil, de situation familiale, ethnique, d'handicap, d'orientation sexuelle, d'origine sociale ou de convictions ou d'attaches politiques générales. L'ACPU s'attend à ce que tous les postes annoncés dans le Bulletin soient offerts aux hommes et aux femmes. Il incombe à l'établissement qui a l'intention de faire paraître une annonce restrictive de fournir à la rédaction du Bulletin une déclaration énonçant ces raisons.

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CAUT Comments / Commentaires de l'ACPU

Research and our future

Elsewhere in this edition of the Bulletin, Robert Léger comments on data from the OECD about the research performance of various countries. For Canada it is a sorry tale. Not only have our expectations about levels of expenditure not been realised but our relative position among the members of the OECD has been declining.

If saying so would change things then we would be in a better situation than we are. The last Tory government certainly raised the profile of science, technology and research in policy development. Mr. Mulroney did establish a committee on science and technology and he did chair that committee. There was a national forum on science in 1986 and a national conference on innovation and technology in 1988. Useful as these activities were in raising the issues not a lot was done to improve the performance of the country.

True, there was the Lortie report which explicitly advocated doubling the funds and linking the growth in research funding for the councils to the growth in GNP, advocated funding growth in the SSHRC and strongly argued the case for more effort to be put into university research. And it is the case that the first Mulroney government did say that there would be more money for research but essentially put off the day when most of that money would be delivered. What the government now has to face is doing something about research in this country. The amount of money that was eventually allocated is spread over too long a time frame to make radical differences when we need them.

Perhaps it needs to be reiterated that we will not have a part to play in guiding future development unless we have the cadre of researchers in Canada who can understand what is going on. This does not only apply to the physical sciences and technology but also to our understanding of societal changes and understanding the cultural base in our own and other countries. The development of such a cadre cannot be undertaken at short notice.

It will be too late when we find out that we have to hire individuals from other countries to do work that an advanced, dynamic country should be doing for itself.

There is evidence too, that if we want to 'buy-in' such expertise in the mid-

nineties we will face world wide competition for those resources. So, at that time, we will have to spend a disproportionate amount of what we have on short term solutions.

Clearly, it is a major part of the universities' function to help develop a high level cadre. Many present members of the university community will be part of that group. But the research base of Canada will have to be expanded both within and beyond the universities. There will have to be an active research sector in this country if it is going to be an attractive option for bright students to undertake research degrees.

Efforts at encouraging private sector research and development must not include turning over university facilities to be the research enterprise for corporations that can but will not invest in R&D.

There are many fruitful ways in which universities and outside interests can interact without damaging the intellectually driven research which already takes place in universities. For the future health of this country, there will have to be growth in intellectually driven research.

The promises of this government will be put to the test in the near future when the budget comes down. If transfers to provinces for postsecondary education are curtailed, we shall know that the promises lacked commitment. If the promises about research funding are not fulfilled, we will sense that the government has given up on the future.

In tough economic times any hope of change is abandoned when the preparation for the future is set aside. In good times it would be insane not to prepare for the future. We are in good times economically, the government continually says so. If it will not properly fund research in the universities and institute policy so that more R&D is performed in Canada, what hope does it have for the future?

John Evans

La recherche et notre avenir

M. Robert Léger fait, ailleurs dans ce numéro du Bulletin, certaines remarques quant à des données provenant de l'OCDE relatives à la performance de divers pays dans le domaine de la recherche. Pour le Canada, le tableau est très sombre. Non seulement nos attentes quant aux dépenses pour la recherche n'ont-elles pas été satisfaites, mais notre position à cet égard, en comparaison avec les autres membres de l'OCDE, a décliné.

Si le fait de déplorer cette situation se traduisait par des gestes concrets, notre position serait plus enviable. Certes, le dernier gouvernement conservateur s'est efforcé de mettre en valeur l'importance d'élaborer des politiques actuelles pour ce qui est de la recherche dans le domaine des sciences et de la technologie. M. Mulroney a bel et bien mis sur pied un comité sur les sciences et la technologie, qu'il a d'ailleurs lui-même présidé. Il y a également eu un colloque national sur la science en 1986 et une conférence nationale sur l'innovation et la technologie en 1988. Or, bien qu'on ne puisse nier l'apport de ces initiatives à mettre en évidence les questions qui nous occupent, on a peu fait pour améliorer notre performance dans ce domaine.

Certes, on a publié le rapport Lortie qui recommandait sans équivoque qu'on double le financement et que la croissance des fonds alloués aux conseils pour la recherche suive la croissance du PNB, qu'on augmente le financement du CRSHC, et qu'on lui donne plus de poids qu'on accorde plus d'importance à la recherche universitaire. De plus, M. Mulroney a effectivement annoncé qu'on augmenterait le financement de la recherche, mais a essentiellement remis la date à laquelle la grosse part de cet argent serait distribuée. Il revient maintenant au gouvernement de poser les gestes qui s'imposent dans le domaine de la recherche. Le total des sommes qu'on a au bout du compte accordées sont réparties sur une période de temps d'une telle longueur qu'elles ne peuvent susciter les changements importants souhaités au moment opportun.

Est-il nécessaire de souligner une fois de plus que nous ne pourrions continuer de maîtriser le développement à moins de pouvoir compter, au Canada, sur un ensemble de chercheurs qui ont les connaissances requises pour avoir prise sur la situation. Il ne s'agit pas simplement d'être versé dans le domaine des sciences physiques et de la technologie, mais aussi de pressentir les vagues sociales et comprendre notre fond culturel et celui d'autres pays. On ne pourra s'équiper de l'ensemble de chercheurs voulus qu'en s'y mettant tout de suite, car il s'agit d'une entreprise de longue haleine.

Nous aurons perdu la parole à ce chapitre lorsque nous nous apercevrons qu'il est nécessaire de faire appel à des experts étrangers pour répondre à des besoins

auxquels toute nation développée et dynamique sait répondre.

Il appert d'autant plus que si nous devons "importer" une telle expertise vers le milieu des années 90, la partie ne sera pas facile, car on se l'arrachera aux quatre coins du globe. Aussi nous devons, advenant un tel dénouement, investir une proportion démesurée de notre capital pour des palliatifs.

Bien sûr, le rôle que doivent jouer les universités dans l'édification d'un ensemble de chercheurs de grand calibre n'est pas négligeable. Nombre des membres actuels de la communauté universitaire feront d'ailleurs partie de cet ensemble. Mais cette responsabilité ne relève pas uniquement des universités, car on ne pourra attirer les étudiants prometteurs vers la carrière de chercheur que si toutes les autorités compétentes au pays s'appliquent à favoriser le développement d'un secteur de recherches dynamique.

L'énergie consacrée pour encourager la recherche et le développement dans le secteur privé ne signifie pas que nous devrions donner libre accès, aux sociétés qui ont les moyens d'investir dans la Recherche et Développement, mais qui refusent de le faire, aux installations de recherches universitaires.

Divers moyens efficaces s'offrent aux universités et aux intérêts non affiliés pour unir leurs forces à cet effet sans compromettre la recherche à caractère intellectuel déjà en cours dans les universités. Le bien-être de la société canadienne dépend d'une large mesure d'une croissance continue de la recherche à but intellectuel.

Nous verrons d'ici peu, à la lumière du prochain budget, si les promesses du gouvernement étaient sérieuses. Si l'on réduit les paiements de transfert aux provinces pour l'enseignement postsecondaire, on comprendra que ces promesses n'étaient que poudre aux yeux. Si le gouvernement ne tient pas promesse à cet égard, on pourra déduire qu'il a abdiqué face à l'avenir.

En période de récession, on ne peut envisager de reprise à moins de bien se préparer en vue de l'avenir. On peut donc voir à quel point il serait absurde, en période de prospérité, de négliger ce principe. L'économie va bon train, le gouvernement ne cesse de le répéter. Alors, s'il refuse de financer adéquatement la recherche dans les universités et met en œuvre des politiques qui favoriseront la Recherche et Développement au Canada, il y a tout lieu de se demander s'il lui reste un quelconque espoir dans l'avenir.

John Evans

President's message/Le mot du président

Tous les secteurs et tous les membres de la communauté universitaire devraient aspirer à l'équité en matière d'emploi. À cet égard, il incombe aux universités de donner l'exemple. De même, la question devrait préoccuper les gouvernements fédéral et provinciaux. Au niveau fédéral, le Programme de contrats fédéraux promulgué en 1986 pourrait constituer un pas important dans cette direction. Cependant, le Programme de contrats fédéraux n'est pas une panacée, pas plus que ne le sont les autres programmes du même genre. Il ne sera efficace que si les universités y adhèrent, en théorie comme en pratique et, il faut le dire, si le gouvernement en renforce le pouvoir.

Les universités ou le gouvernement ont-ils pris des mesures dans ce sens? Dans un premier temps, il ne faudrait pas oublier que seuls les employeurs qui comptent au moins 100 employés et qui désirent soumissionner pour des marchés de services fédéraux de 200 000 \$ ou plus sont admissibles au programme. Ils doivent s'engager par écrit à respecter certaines clauses d'équité concernant l'embauche de femmes, d'autochtones, d'handicapés et de minorités visibles.

À la lumière des réactions des universités au programme - réactions qui semblent quelque peu partagées - au moins trois éléments devraient retenir notre attention :

1) Le programme n'a pas reçu l'appui de toutes les universités. Puisque la majorité des institutions emploient au moins 100 personnes, on pourrait croire que certaines ne sont pas intéressées à

passer des contrats avec le gouvernement fédéral. Mais cela signifie également que ce ne sont pas toutes les universités qui sont liées par les clauses d'équité en matière d'emploi que renferme le programme. Pourtant, contrairement ou pas, on se serait attendu à ce que toutes les institutions adoptent le programme et élaborent certains principes et objectifs directeurs.

2. Je me demande également comment les universités qui ont adhéré au programme en respectant les clauses. S'il y a quelques signes encourageants - comme l'embauche, par ma propre université, d'un agent chargé d'assurer l'équité en matière d'emploi et les efforts subséquents - il y a aussi des éléments inquiétants. En effet, il semble que certaines administrations universitaires ont demandé un délai supplémentaire assez long afin de se plier aux exigences du programme - ce qui pourrait être néfaste pour le programme. Et pourquoi les études du respect des clauses ne sont-elles pas rendues publiques, comme l'a demandé l'ACPU? Une telle mesure pourrait renforcer le programme, et les études positives pourraient encourager les institutions qui sont moins enclines à répondre aux exigences ou celles qui trouvent plus difficile de le faire.

3. Il serait dommage que le programme soit considéré comme LA solution au problème d'équité en matière d'emploi. Il devrait plutôt être vu comme l'un des volets d'un vaste engagement envers l'élimination de toutes les pratiques d'embauche discriminatoires dans les universités canadiennes.

L'élément du programme qui m'a le plus déçu - et, en fait, celui des programmes provinciaux d'équité salariale - c'est qu'une telle législation soit nécessaire dans les universités canadiennes. Idéalement, les gouvernements devraient nous considérer comme les chefs de file en matière d'équité d'emploi - des modèles dont devrait s'inspirer la législation. Dans les faits, certaines administrations universitaires ont décidé de s'opposer très énergiquement à l'application des règlements dans leur institution et de repousser l'idée que pour la communauté, elles doivent faire figure de chefs de file dans le domaine des droits de la personne. Le fait qu'elles deviennent ainsi des alliés des forces les plus réactionnaires de notre pays ne semble pas les affecter.

Au cours de la dernière réunion du Conseil de l'ACPU, la Carleton Faculty Association a émis une proposition très intéressante qui pourrait bien donner plus de poids au programme. On suggérerait que, dans la chronique des offres d'emploi du Bulletin, l'ACPU indique les noms des universités qui ont adhéré au programme et, si possible en collaboration avec ces universités et l'Association des universités et collèges du Canada (AUC), qu'elle envisage l'élaboration d'un formulaire de recensement sur l'équité en matière d'emploi et mette sur pied d'une banque de données centrale à la place du gouvernement. La suggestion a reçu un accord de principe et l'Exécutif se penchera de plus près sur sa mise en œuvre. Bien que certains détails devront être précisés, ce serait là, selon moi, un

pas de plus vers une législation plus forte. Il sera intéressant de voir la réaction de l'AUC à la proposition.

Dans chaque faculté universitaire, les membres qui désirent accroître la portée du programme pourraient faire une chose importante et relativement simple : poser des questions à leur administration sur la mise en œuvre du programme au sein de leur université. Ce serait là une bonne initiative, surtout si les résultats du sondage étaient publiés dans les universités afin que tous puissent - adéquatement - se partager la tâche et déterminer ce qui doit être fait pour améliorer la situation.

Le mot suffisance ne devrait pas faire partie du dictionnaire de l'équité en matière d'emploi. Nous pouvons certainement trouver comment avancer à grands pas dans ce domaine.



by/par Peter King

Employment equity will never be an area where complacency is appropriate. But we can - surely - determine how substantial progress may best be made.

The goal of employment equity in the university workplace should be the concern of all sectors and all members of the University community. Universities should provide exemplary leadership in this regard. Equally, it must be the concern of government - at both levels. At the federal level, the Federal Contractors' Programme enacted in 1986 has the potential of providing an important stimulus towards this goal. Like other such programmes, however, it is certainly not a panacea, and can only be effective if the universities embrace it, in spirit as well as in letter, and, frankly, if the government gives it some teeth.

Has either of these happened? First, we should recall that the programme applies to employers with at least 100 employees, who wish to bid on federal government contracts of \$200,000 or more. They must sign an undertaking to adhere to certain equity provisions concerning the employment of women, natives, the disabled and visible minorities.

It would seem that reaction from universities to this programme has been mixed, at best, and there are at least three questions that should be asked.

1. The programme has not been adopted by all universities. Since the majority of Canadian universities employ 100 people, one assumes that some have no interest in these contracts. But this means that not all universities are bound by the equity provisions of the programme. One would have hoped that all universities would have adopted the programme, as embodying certain principles and goals towards which they should be driving, quite independently of the question of contracts.

2. I am also concerned about how those universities who have signed on to the programme are complying with its provisions. There are some encouraging signs. The appointment and the subsequent efforts of the employment equity officer at my own university is one such. But there are disquieting aspects. It seems

that some administrations have called for considerably extended time periods for compliance - something which might weaken the programme. And why are compliance reviews not in the public domain? CAUT has asked for this. It might give some teeth to the programme, and positive reviews might encourage others who are less willing or find it more difficult to meet the requirements.

3. It would be unfortunate if the programme were seen as the entire solution to employment equity. It should be viewed as one component of a broad commitment to the removal of all inequitable employment practices in Canadian universities.

My major disappointment with the programme - and indeed with provincial pay equity programmes - is that such legislation is needed in Canadian universities. Ideally, governments should look to us as leaders in workplace equity matters - as role models on which legislation might be based. Instead, some university administrations have chosen to resist as vigorously as possible the application of rights legislation to their institutions and to repudiate the idea that they have a responsibility to the community to be leaders in the rights area. They seem not to mind that they thus become allied with the most reactionary forces in our country.

An interesting initiative at the recent CAUT Council meeting was the motion from the Carleton Faculty Association - something which might well strengthen the programme. In essence the motion called for the CAUT Bulletin to indicate in the "appointments section" which universities have signed on to the programme and then, if possible in cooperation with these universities and with AUC, to consider the establishment of a standard employment equity census form, together with a central data bank rather than have government do this. The suggestion was adopted in principle, and the Executive will further consider its implementation. While several

details would need elaboration, it would in my view provide one further step towards giving the legislation more teeth. It will be interesting to see what the reaction of AUC to this suggestion might be.

One important - and relatively simple - thing that might be done by individual faculty members who wish to see the programme more effectively to ask questions of the administration about its implementation within their own university. It would be a healthy initiative if compliance review responses were published throughout the university community so that all can - appropriately - share in the task of determining what has to be done to improve employment equity.

CENSURED ADMINISTRATION

Censure means that CAUT has concluded that a university administration has breached one or several of the fundamental principles of academic freedom and governance which CAUT believes to be indispensable to the proper functioning of a university. It also means that the university administration has resisted all reasonable suggestions from CAUT for a resolution of the dispute. Censure is a notice to all members of CAUT that they should inform themselves, in their dealings with a censured administration, of the issues involved in the censure. In particular, CAUT members are asked not to accept appointments at a censured university; not to accept invitations to speak or attend academic conferences at a censured university; and not to accept any distinction or honour that might be offered by a censured administration. Faculty members employed at a university whose administration is under censure are asked to support and assist efforts to convince the administration of the necessity for a settlement of the dispute. Advertisements for positions vacant in universities under censure are not carried in the CAUT Bulletin.

CAUT recognizes, of course, that censure imposes a burden on members of the academic staff and students at censured universities. It is the view of the association, however, that censure, and the sanctions associated with it, is necessary both to publicize the unsatisfactory conditions which exist in the censured university and to persuade the censured administration that it should adhere to standards now widely accepted in the Canadian academic community.

The following administration is under CAUT censure:
President and Board of Regents, Memorial University of Newfoundland (1979)
Censure was imposed when the appointment of a member of the School of Social Work was not renewed under circumstances which suggest that her political views were unacceptable to the University administration and when the administration and Board of Regents were unwilling to agree to a fair procedure to determine whether the faculty member had been fairly treated.

Full information on the above censure is available on request.

COURTNEY INTERIM:

Another review of SSHRCC

by Pamela Smith

In the decade since SSHRCC was created in 1978, about seven major administrative and other reviews of the Council's functioning have been conducted. At the same time, new programs have been introduced, others altered and still others dropped with a frequency some have found confusing, if not annoying.

Just three years after the SSHRCC Council approved or amended changes to the Research Grants program recommended in the "Crocker" report (1985), the most recent administrative review -- the "Courtney" report -- was released in November 1988, on an interim basis. CAUT, among others, was asked to prepare a response to it within approximately 4 weeks.

The Courtney committee -- which includes appointments from les Universités de Laval et de Montréal, and the Universities of Alberta, British Columbia, New Brunswick, and Saskatchewan -- was originally to undertake an administrative review, evaluating the effects of SSHRCC's adoption of the amended Crocker report. However, continuing expression of concerns necessitated expanding its mandate "to cover the entire range of matters considered by the Crocker report."

The Research Grants program is now the largest of all of SSHRCC's programs, accounting for roughly 40% of its entire grants budget. Two main sub-types of grants are awarded through it. In 1987-88, the Standard Research program awarded 63% of the total program budget to new applicants, while the second -- the Major Research Grants program -- accounted for roughly 25%, including all renewed Standard and Major grants. The remaining sub-program -- the General Research Grants (GRG) -- represents 12% of the budget, and is allocated through the Research Grants Division on a purely administrative basis to individual Canadian universities. But the means of doing this have proven to be especially controversial over the years.

At its February 3-4, 1989 meeting, CAUT Council considered the response developed by the CAUT Executive in consultation with FAPUQ, which also had been sent to the Canadian Federation for the Humanities and the Social Sciences Federation of Canada for comment. Forwarded to SSHRCC on December 17, 1988 CAUT's response made a number of proposals.

Chief among these was a request that SSHRCC call a halt to the apparently interminable process of self-study, recognising that continued inequities are not only time-consuming but debilitating.

Factors other than SSHRCC's relatively small and no-growth budget, as well as the increasing demands upon it, may also be involved in the almost constant re-appraisals during the last decade. But it is in no-one's interest to minimize or underestimate the extent to which financing is SSHRCC's central difficulty.

CAUT's response commits it to work with SSHRCC and its research community, in an effort to secure increased funding for SSHRCC, with the goal of ensuring that all research approved by peer evaluation receives funding. Until that goal is achieved, however, CAUT urges SSHRCC not to adopt a defeatist attitude about its funding situation, and continue to fully fund, to the maximum of its ability, the grants it awards. In particular, CAUT's response expresses concern about proposals to increase the number of successful applicants by decreasing the level of awards to any one individual.

CAUT's response also calls on SSHRCC to re-emphasize two recommendations of the Report of the University Committee of the National Advisory Board on Science and

Technology to the Prime Minister (Lortie Report, 1987): that matching grants not be treated as a substitute for real base-budgetary growth, and that the base for all granting councils -- including SSHRCC -- be doubled over three years and then indexed at 1.5 times the annual growth in GDP. As well, SSHRCC was encouraged to support the House of Commons Finance Committee recommendations to give SSHRCC the same tax treatment for matching grants as has been awarded NSERC and MRC.

One of the Crocker report's more controversial proposals was to limit to one the number of external assessors sought by the fourteen discipline-based adjudication committees to one. But Crocker's recommendation was not adopted by SSHRCC's Council, and the Courtney interim report re-affirms the need for peer evaluation, as provided by more than one external assessor and by the adjudication committees.

CAUT's response notes that the work of the adjudication committees is best supported by a minimum of two external assessments, but urges that assessors and adjudicators be chosen to ensure a range and diversity of views, and to guard against methodological or theoretical homogeneity. Both the Canadian Federation for the Humanities and the Social Sciences Federation consistently have called for at least two external assessments.

The Courtney interim report also promises to yield its share of controversy, however, if on a different issue. Acknowledging that their proposal is "radical", the committee proposes an entirely new "emphasis" in the assessment and adjudication process, which finds its origin in an approach commended to, but rejected by, the Crocker report.

In 1985, Crocker recommended that external assessors and the adjudication committees should consider applicants' research records, not just the quality of their proposals. Crocker had considered proposals from some that the emphasis be placed solely on applicants' research records, but rejected these, noting that "the person-project distinction has been overdrawn" and "in practice, the current system is somewhat more balanced than is generally recognized".

The Courtney committee, however, feels the project emphasis has persisted, with insufficient weight being given to applicants' records. It is time for an overhaul, in their view. They observe: "It would be possible to propose a less radical departure, combine(ing) person-base evaluation with the current project-based evaluation, (going) some way to meeting the varied needs and opinions in the research community. As with any half-way approach, of course, it does not fully meet the needs of those at either end of the continuum".

On this basis, the Courtney committee proposes a system it feels would provide greater value for money, enhanced accountability, less onerous application procedures, greater freedom from "small-minded, nit-picking" assessors or paradigmatic rigidity, and improved support for longer-term or multi-disciplinary scholarship or research. That system is:

"* for experienced researchers, award decisions are to be based on a "research program" evaluation, emphasizing research records and the quality, not quantity of publications. Applicants would submit only a resume of refereed publications, "reviews of books", a record of previous grants and results, a letter of verification and a budget; and

"* for the less experienced, a project-based system would be maintained, as the person-based approach used for the experienced would not be suitable.

CAUT responded to the committee's pro-

posal with a number of questions and suggestions. In particular, the committee is asked to specify precisely the details of the system to be used for the "less experienced". This group includes a wide range of persons, such as: young scholars, including those on limited term appointments; re-entering scholars, such as those returning from extended leaves or administrative appointments; those switching specialization; and those with interrupted career patterns, such as women with children, whose level of productivity may appear to be lower than those without career discontinuities, if family or other service considerations are not recognized.

Given the potentially large number and diverse circumstances of these individuals, CAUT's response expresses concern about the "person-based, track record" approach. Courtney's proposal would by no means reduce administrative complexity or costs, nor simplify application procedures in a general way, if it were to create a "two-tier" system -- and is difficult to imagine how this will be avoided. It risks entrenching intellectual oligarchies and discriminating against those in the second tier, by maintaining an "onerous" system for the less experienced (oddly enough, for it should be those WITH experience who are best able to deal with it).

No doubt these difficulties have been recognized by the Courtney committee. Their proposal may simply acknowledge the continued enthusiasm of some for the "person-based" approach.

Therefore, CAUT's response suggests that, were it to adopt the approach, SSHRCC should first implement it on a trial basis in two or three discipline areas where ardour for it is greatest. Some means by which the change would be introduced and evaluated in an orderly, planned fashion are noted.

Both Crocker and the Courtney committee report continued expressions of concern about the means by which external assessors are selected. CAUT has responded that criteria for the choice of assessors should be made explicit and more widely known, as should the criteria they use, and recommends experimenting with and evaluating some of the suggestions made by the Courtney committee.

Representations for establishing an appeals procedure were received by both Crocker and Courtney, and Crocker proposed a system for dealing with procedural appeals which is now in place. Courtney rejects appeals on substance as impractical and cumbersome. CAUT has responded with a proposal which would permit individuals to make representation about bias or discrimination on a *prima facie* basis to a distinguished, widely respected individual, with skills in such adjudication. Should a *prima facie* case be established in her/his view, a standing committee of three distinguished, experienced individuals would then investigate further. (The issue of substantive appeals is not restricted to SSHRCC, and CAUT will be proposing that MRC, NSERC and SSHRCC all adopt the same procedures for evaluating such claims.)

Courtney's interim report has taken up the troubling matter of the General Research Grant and the formula used for its allocation, noting that it has had regionally distorting effects which appear especially pronounced for smaller and intermediately sized universities, such as those in the Maritimes.

When introduced in 1974, GRG allocations to universities were based on a two-part formula using the number of full-time faculty, as well as the institutional "success" in attracting grants and fellowships, expressed as a sliding scale. In 1979, this system was replaced with one which provided an inflationary adjustment to the award

received in 1977. This system was evaluated seven years later, but no action was taken on the McFarlane report (1984).

In 1985, Crocker recommended a return to a two-part formula, to provide both a flat base and a "success" top-up. Nonetheless, SSHRCC council chose to introduce a solely success-driven formula: 20% for the first \$100,000, 18.4% for the next \$400,000 and 15% for any in excess of \$400,000, based on a three year rolling average of SSHRCC grants and fellowships to the university. Simultaneously however, it endorsed Crocker's other recommendations, such as excluding individual applications for less than \$5,000 from the national Standard Research grants competitions and increasing to \$50,000 the award ceiling for individual grants to be given by local universities.

Together, these changes produced the following GRG allocations to universities for 1988-89: Atlantic 7%; Quebec 33%; Ontario 39%; Prairies 11%; and British Columbia 10%.

More pronounced patterns have developed with the matching grants program: 57% to Ontario, 30% to Quebec and the Prairies, and roughly 10% shared by Atlantic and B.C. universities. Size also appears to influence matching grants allocation: 5 universities -- Toronto, Alberta, Queen's, York and Ottawa -- received over half of the total, and fifteen universities received 75%.

Courtney, too, has proposed returning to the formula of base population, capped at a maximum, with a performance earned top-up. A three percent increase to the total GRG budget and maintenance of the \$5,000 individual reward cut-off is also recommended.

CAUT's response supports both the formula concept, as well as the budgetary increase. Since the amount of \$5,000 seems a reasonable limit, CAUT has suggested universities be required to create award committees, which would operate in accordance with a set of award guidelines established by SSHRCC. The guidelines purpose would be to ensure that the use to which the GRG allocations are to be put is specified clearly, that beginning, re-entering or re-orienting scholars are treated fairly, and that awards themselves are made fairly, as well as for the purposes which SSHRCC intends. The university-level award committees would be responsible for achieving these goals.

Finally, CAUT's response also calls on SSHRCC to be more open in any future consultations. SSHRCC's interests can only be served by greater disclosure and more open debate about administrative, procedural matters. Otherwise, the research community remains in the dark about representations made by others to SSHRCC and the reasons underlying the decisions it takes. A number of suggestions were made in CAUT's response to improve the process of consultation, as well.

SSHRCC has received comments about the Courtney report from a variety of sources, including CAUT. In January, SSHRCC's Council decided to delay any action with respect to the interim report until its April meeting. CAUT is committed to working with SSHRCC to develop practical and fair administrative procedures and -- just as important -- improved funding for the social sciences and humanities research community.

To that end, CAUT's membership will continue to be informed of developments concerning the Courtney report. In the meantime, an invitation to address the CAUT lobbying conference in March has been accepted by the new president of SSHRCC, Paule Leduc. She and Arthur May, president of NSERC will speak to the topic of research funding in Canadian universities.

Gift-giving

by Rita Vine

Readers of this column will recall the flurry of activity in mid-1988 when sales and leasebacks of university library collections became front page news. CAUT Council passed a motion criticizing these arrangements at its May 1988 meeting, and subsequently referred a broader issue -- control of university assets -- to the Executive for additional consideration.

Council received a report on this issue at its February meeting. The report summarized the nature of certain sale/leaseback arrangements, and concluded that such arrangements, when properly executed, did not appear to have any adverse implications for the operations and quality of education at Canadian universities.

The wishes of important donors can shift fundamentally a library's collection focus and service priorities.

Even if the findings of this study are borne out in the long term, many librarians at

Canadian universities continue to question the desirability of these arrangements. The issue is control, and questions about how universities can best retain control of their libraries extend beyond sale and leaseback arrangements. Any large donation has the potential to alter significantly a library's objectives. The wishes of important donors can shift fundamentally a library's collection focus and service priorities. The issue is not whether it can happen (surely it can), but how the academic community can work to ensure that donations support and enhance their library's goals.

Academic libraries attract donors for many reasons. The breadth of subjects covered in a collection can be impressive. For some, it is the library's role as the centre of intellectual life on campus. Some donors find the positive image of libraries a compelling reason to give. For corporate donors, this positive image, combined with the large constituencies that libraries serve, help to make libraries attractive, positive, forward-thinking environments on which to hang one's corporate image.

Donors like libraries, and libraries need donors. Many libraries have deliberately taken steps to cultivate donor support. Not only have governments encouraged this with matching grant schemes, they have mandated our quest for private funding through years of their own inadequate support. Assisted from time to time by inflation, some profit-minded publishers and an uneasy Canadian dollar, the truth remains that our uneasy coupling with private funding is here to stay.

GIVING GUIDELINES

Libraries need comprehensive develop-

ment plans to prepare for this new reality, and librarians have a key role to play in creating and implementing these plans in cooperation with the rest of the academic community.

Guidelines for private support need to be considered in light of the library's current role in the university's overall mission. The guidelines can include: criteria for acceptance of gifts; provisions for an administrative mechanism to efficiently interact with potential donors; a defined administrative budget for donor recruitment and donor recognition; a list of current institutional priorities for gift-giving. Our challenge for the 90's will be to ensure that donations truly support and enhance our libraries' long-term objectives.

SURVEYS

Three important requests for information were mailed to local associations in the fall. The survey on Terms and Conditions of Employment for University Librarians seeks to update and clarify information on contractual arrangements and other employment provisions for librarians. The biannual Librarians Salary Survey provides essential information to CAUT on the current state of professional librarian salaries in Canadian universities. This particular survey is of tremendous importance to the committee because the data is available nowhere else. Response to these two surveys has been somewhat disappointing compared to the third survey on Early Retirement for Librarians, which has had a good response rate. Coordinated by Committee member Ruth Leslie (Windsor), the survey solicits data on early retirement provisions and benefits for librarians. The

results of all three surveys will be tabulated shortly, and the committee will examine preliminary results at its March meeting in Ottawa. Many thanks to the local associations who contributed information in response to our requests.

MARCH MEETING

Also on the agenda for our March 17-18 meeting is an examination of security and confidentiality of library records. Carol Marley (McGill) and John Murchie (Nova Scotia College of Art and Design) have considered some key issues surrounding this important subject and will bring them forward for discussion.

The committee has allowed a half-day to consider the possibility of sponsoring a Librarians Conference in 1990. This conference would focus on issues which the Librarians Committee has considered from time to time, such as bargaining issues, salaries, employment contracts, and faculty association relations as they affect librarians. Watch this column for more information.

Finally, CAUT is actively seeking nominations to fill two vacant positions on the Librarians Committee which will become available in May. If you are interested in either of these positions or know others who may be interested in becoming members of the Librarians' Committee, consult the December issue of the Bulletin for additional information. Candidates should have experience in faculty association work, combined with a strong interest in issues of concern to librarians at Canadian universities.

Des dons aux bibliothèques

par Rita Vine

Vous vous souvenez des contrats de cession-bail pour les collections des bibliothèques? Au milieu de 1988, ces contrats avaient fait la manchette des journaux et provoqué un véritable raz-de-marée d'activité. Lors de sa réunion de mai 1988, le Conseil de l'ACPU avait adopté une motion critiquant l'établissement de tels contrats. Par la suite, il avait demandé à l'Exécutif d'étudier de plus près la question plus générale du contrôle des actifs universitaires.

Au cours de la réunion de février dernier, on a déposé devant le Conseil un rapport sur cette question. Le document, qui résume la nature de certains contrats de cession-bail, affirme que les ententes conclues adéquatement ne semblent avoir aucun effet préjudiciable sur les activités des universités canadiennes ou sur la qualité de l'enseignement qui y est dispensé.

Même si les résultats de l'étude ont été confirmés à long terme, nombre de bibliothécaires d'universités canadiennes mettent encore en doute l'utilité des contrats de cession-bail. L'enjeu, c'est le contrôle, et les questions sur la meilleure façon pour les universités de garder le contrôle de leurs bibliothèques s'étend bien au-delà des contrats de cession-bail. Par exemple, un don substantiel peut modifier de façon marquée les objectifs d'une bibliothèque. Les souhaits des importants donateurs peuvent faire changer radicalement le foyer des collections de bibliothèque et les priorités en matière de services. La question n'est pas de savoir si une telle chose peut se produire (car cela peut certainement arriver), mais ce que la communauté universitaire peut faire pour assurer que les dons appuient les objectifs des bibliothèques et les mettent en valeur.

Les donateurs se tournent vers les bibliothèques universitaires pour de nombreuses raisons. Une collection peut couvrir une vaste

gamme de sujets. Pour certains, c'est là le rôle de la bibliothèque, qu'ils voient comme le cœur de la vie intellectuelle du campus. Pour d'autres donateurs, l'image positive associée à la bibliothèque est une raison plus que valable de donner. Aux yeux des entreprises, cette image positive, allée au vaste public que les bibliothèques desservent, contribue à faire de celles-ci des endroits attrayants, bénéfiques et stimulants, et c'est là une image à laquelle ils veulent associer leur société.

Les donateurs aiment les bibliothèques, et celles-ci ont besoin d'eux. D'ailleurs, nombre de bibliothèques ont pris des mesures concrètes afin de s'assurer l'appui continu des donateurs. Non seulement les gouvernements ont encouragé de telles initiatives par le biais des systèmes de subventions de contrepartie, mais ils nous ont poussés à nous tourner vers le secteur privé pendant de nombreuses années d'appui insistant. Nous aurons toujours besoin du financement du secteur privé, entre autres à cause de l'inflation, des éditeurs en quête de profit et d'un dollar canadien plutôt instable.

POLITIQUES RÉGISSANT LES DONNS

Les bibliothèques ont besoin de plans détaillés pour se préparer à cette nouvelle réalité, et les bibliothécaires ont un rôle primordial à jouer dans la création et la mise en œuvre de ces plans en collaboration avec le reste de la communauté universitaire.

Les lignes directrices régissant l'appui du secteur privé doivent être étudiées à la lumière du rôle actuel de la bibliothèque dans le mandat global de l'université. Ces lignes directrices peuvent porter sur différents points : les critères régissant l'acceptation de dons; les dispositions pour la mise sur pied d'un système administratif qui traitera efficacement les donateurs possibles; un budget d'administration bien défini pour recruter ou remercier les donateurs; une liste des priorités actuelles des

institutions en matière de dons. Notre défi pour les années 1990? Faire en sorte que les dons appuient vraiment les objectifs à long terme de nos bibliothèques et qu'ils les mettent en valeur.

ENQUÊTES

Cet automne, on a posté trois demandes d'information importantes aux associations locales. L'enquête sur les conditions d'emploi des bibliothécaires vise à mettre à jour et à préciser l'information sur les dispositions contractuelles et les autres conditions d'emploi des bibliothécaires. L'enquête biennale sur les traitements des bibliothécaires fournit à l'ACPU des renseignements essentiels sur l'échelle salariale actuelle des bibliothécaires travaillant dans les universités canadiennes. Cette étude est d'une grande importance pour le comité car c'est la seule qui fournit ce type de données. Le taux de participation aux deux enquêtes a été quelque peu décevant, surtout si on le compare à celui de la troisième enquête, qui portait sur la retraite anticipée des bibliothécaires et à laquelle un grand nombre de gens ont répondu. Coordonnée par le membre du Comité Ruth Leslie (Windsor), l'enquête vise à fournir des données sur les dispositions régissant la retraite anticipée des bibliothécaires et les avantages y afférents. Les résultats des trois enquêtes seront bientôt présentés sous forme de tableau, et le comité étudiera les résultats préliminaires au cours de sa réunion du mois de mars à Ottawa. Merci beaucoup aux associations locales pour leur participation.

RÉUNION DU MOIS DE MARS

La sécurité et de la confidentialité entourant les dossiers de bibliothécaires seront également à l'ordre du jour au cours de la réunion des 17 et 18 mars. Carol Marley (McGill) et John Murchie (Nova Scotia College of Art and Design) ont étudié des

questions clés entourant ce sujet d'importance et les mettront sur le tapis afin que tous puissent en discuter.

Le comité a aussi réservé une demi-journée pour étudier la possibilité de parrainer une conférence des bibliothécaires en 1990. Au cours de la conférence, on étudiera des questions sur lesquelles le Comité des bibliothécaires se sera déjà penché, entre autres les négociations, les salaires, les contrats d'emploi et les relations entre les associations de professeurs et les bibliothécaires. Pour plus de détails, lisez cette chronique dans les prochains numéros du Bulletin.

...un don substantiel peut modifier de façon marquée les objectifs d'une bibliothèque.

En dernier lieu, l'ACPU est à la recherche de candidats pour remplir deux postes au sein du Comité des bibliothécaires et ce, dès le mois de mai prochain. Si l'une des deux positions vous intéresse ou si vous connaissez une personne qui désire devenir membre du comité, consultez le numéro de décembre du Bulletin de l'ACPU pour de plus amples informations. Les candidats devraient avoir l'expérience du travail des associations de professeurs et faire preuve d'un intérêt marqué pour les questions touchant les bibliothécaires des universités canadiennes.

Collective bargaining cooperative continues to grow

The Board of Directors of the CAUT Collective Bargaining Cooperative held its 5th meeting on Friday, 3rd February. This followed the Cooperative's Pension Workshop which had been held the previous day, and which had been very well received by over 70 people who attended. John Heintz (Calgary), a member of the Cooperative's Policy, Planning and Publication Committee, was congratulated for putting the workshop together. The presenters and discussion leaders for the workshop are also to be congratulated for their excellent contributions. The Board was informed that colleagues at St. Francis Xavier University had joined the Cooperative; so the faculty association at every university in Atlantic Canada is now a member. The Board was also pleased to note that the faculty associations at the University of Lethbridge and for the Military Colleges were now members of the Cooperative. There was some discussion of the suggestion that the Cooperative might increase its dues on 1 July 1989 by 0.2 mills. That is the date when CAUT will reduce its

dues by 0.3 mills and the CAUT subsidy to the Cooperative will end. A notice of motion to increase the dues to 0.5 mills will be issued in the near future. Matters that have been causing some concern during the bargaining process were discussed. These included computer-file security, the use of funds from the Grant Councils during strikes and lockouts, workloads and the work that is underway to produce a strike manual. Ernest Zimmermann (Lakehead) is completing preparation of the strike manual. Richard McGaw (New Brunswick) is developing information on workloads and will begin drafting a model clause on computer-file security.

These matters will, no doubt, be discussed in some depth at the Senior Negotiators' Forum to be held in Quebec City from the evening of Friday 21 April to mid-day Sunday 23 April 1989. Experienced negotiators interested in attending the Forum should contact their local association as soon as possible. The programme for the Forum should be with local associations soon.

La Coopérative de négociation collective ne cesse de se développer

Le Conseil de direction de la Coopérative de négociation collective de l'ACPU a tenu sa 5^e réunion le vendredi 3 février. Cette réunion avait fait suite à l'Atelier de la Coopérative sur les pensions qui avait eu lieu le jour précédent et qui avait connu beaucoup de succès auprès des quelque 70 personnes présentes. On en a profité pour féliciter John Heintz (Calgary), membre du Comité des politiques, de la planification et des publications de la Coopérative, pour avoir organisé l'Atelier. Nous tenons également à souligner la louable contribution des présentateurs et des animateurs de la discussion à l'Atelier. On a informé le Conseil de l'adhésion de leurs collègues de l'Université St. Francis Xavier à la Coopérative; de sorte que les associations de professeurs de toutes les universités des Provinces maritimes en sont maintenant membres. Le Conseil a également accueilli avec plaisir l'adhésion récente de l'association des professeurs de l'Université Lethbridge et des Collèges militaires à la Coopérative. On a aussi discuté de la possibilité envisagée par la Coopérative d'augmenter, le 1^{er} juillet 1989, de 0,2 le taux au mille des cotisations. C'est à cette date que l'ACPU réduira de 0,3 le taux au mille de ses coti-

sations et qu'elle mettra un terme à la subvention qu'elle verse à la Coopérative. On émettra, dans un avenir rapproché, un avis de motion visant une augmentation de 0,5 du taux au mille. On a discuté de questions qui avaient suscité un intérêt particulier lors des négociations, tels que: la sécurité des fichiers informatiques, l'utilisation des fonds provenant des conseils subventionnaires lors d'une grève ou d'un lock-out, les charges de travail et la préparation en cours d'un manuel sur les grèves. Ernest Zimmermann (Lakehead) se charge présentement de terminer la préparation de ce manuel. Richard McGaw (Nouveau-Brunswick) s'occupe de produire de l'information sur les charges de travail et procédera bientôt à l'esquisse d'une clause modèle sur la sécurité des fichiers informatiques.

Nul doute qu'on approfondira ces questions lors du Colloque des négociateurs principaux qui se tiendra, cette année, à Québec, du vendredi 21 avril, en soirée, au dimanche 23 avril, à midi. Les négociateurs d'expérience qui aimeraient prendre part à ce colloque sont priés de communiquer avec leur association locale dès que possible. On enverra prochainement le programme du Colloque aux associations locales.

Letters to the Editor

Dear Sir:

In the November 1988 issue of the CAUT Bulletin, report on the Defence Fund meeting (page 8) at Lakehead stated that Prof. Zimmermann was "chief organizer" of our strike in January, 1988. This is incorrect. The strike was organized by a "Strike Organization Committee", an Adhoc Membership Committee. It was the outcome of the collective efforts of the entire membership. One of the reasons that our strike was successful is that we did not have any "CHIEFS". It was a grassroots movement. However, we did have two strike Coordinators (Bill Melnyk and Paul Satinder). I know this since I was the President of the Faculty Association during the Strike.

K. Paul Satinder, Ph.D.

Dear Sir:

There died recently in Fredericton, NB, Dr. Louis Weisner, Professor Emeritus of Mathematics, University of New Brunswick. He was 89, hence so long retired that few current academics have had contact with him. However, he and his experiences merit remembrance.

Born and educated in New York, Weisner made important contributions to mathematical research. His methods and results remain valuable to current workers. He was also an excellent expositor and gifted teacher. His personality was modest and gracious.

His post-doctoral career began auspiciously with the award of a (US) National Research Council fellowship, one of the handful of post-doctoral grants available then. At its conclusion in 1927 he accepted a post at Hunter College, the women's college operated

by the Board of Higher Education, today part of the City University of New York.

In the 1950s came McCarthyism, with or without McCarthy. Two of his Hunter College colleagues in other Departments were denounced as Communists to the Board and were ordered to trial by that Board, with dismissal as the intended result.

Weisner stepped forward in their defense. He volunteered that he too had been a member of the Communist Party along with the defendants and testified that in the meetings he had attended with them the discussions had been concerned solely with general political questions, current events and trade union matters, that never had anything illegal ever been done or advocated, nor had force and violence ever been proposed. Well and good, quoth the trial committee, now provide us with the names of all who ever attended Communist meetings

with you so that they can be brought to trial. Weisner refused to name names and was brought up on charges himself for that reason.

The Board trial was held. Eminent personalities testified to Weisner's solid integrity, but to no avail. The two colleagues were dismissed. To assure his family a modest pension following 27 years of distinguished service, Weisner found it necessary to apply for early retirement before the Board could implement its formal action to dismiss him. This was 1954.

Hunter College lost its most eminent mathematician, its students one of their finest teachers, but little was said of this in the American Mathematical Society or elsewhere in academia.

For well over a year he was unemployed. No US university or other organization offered him anything. Late in 1955 he received an unsolicited offer from the University of New Brunswick. He became a valued and valuable member of its faculty for the remaining fourteen years of his teaching career, contributed frequently-cited papers to the *Canadian Journal of Mathematics* and participated in the activities of the Canadian Mathematical Congress. As far as I know, he never attended another meeting of the American Mathematical Society.

Predeceased by his wife, he spent the nineteen years of life left to him after retirement in Fredericton.

Of fine character, modest and kindly disposition, recognized talent and devoted labors, this worthy colleague was driven from the city and country of his birth, abandoned by his professional society, humiliated and unemployed. That he was saved for the international mathematical community is to Canada's credit as it was to its benefit.

Lee Lorch

ATELIER SUR LES PENSION, COOP DE L'ACPU

Le mois de février 1989 a commencé en beauté pour la Coopérative de négociation collective de l'ACPU. En plus de la réunion de la Co-op, et du 20^{ème} Conseil de l'ACPU, se tenait le 2 février 1989 au Château Laurier à Ottawa sous la présidence de Ian MacDonald (York) un atelier sur les pensions.

Plusieurs invités sont venues donner leur point de vue et leur opinions sur les sujets suivants:

Ce qui constitue un régime ----- George Nader, Trent
Le régime de retraite idéal ----- William Pfaffenberger, Victoria
Legislation récente et proposée ----- Ron Bercow, Alberta
Prendre le contrôle de votre
régime de retraite ----- Marcia Ozier, Dalhousie
Rapport d'étape ----- H. Akervall, Lakehead

Et la journée fut couronnée par une table ronde, discutant des moyens et des méthodes à envisager afin de réaliser nos objectifs en matière de régime de retraite et pensions.

Le thème de cet atelier a suscité l'intérêt d'environ 70 personnes qui ont participé activement à la discussion par leurs questions et leur interventions.

Une journée bien remplie, et bien appréciée. Bravo aux conférenciers et conférencières, et au Président, ainsi qu'à John Heintz (Calgary) responsable de l'organisation de ce succès.

CAUT COOP PENSION WORKSHOP

The month of February started beautifully for the Collective Bargaining Cooperative of CAUT. The weekend was busy with the Co-op meeting and the 20th meeting of CAUT Council. The Cooperative's Pension Workshop was held on February 2, at the Château Laurier, under the presidency of Ian MacDonald (York).

Many speakers attended and gave their views and opinions on some of the following themes:

The shape of a plan ----- George Nader (Trent)
The ideal pension plan ----- William Pfaffenberger (Victoria)
Recent and proposed legislation ----- Ron Bercow, Alberta
Gaining control of your pension plan ----- Marcia Ozier, Dalhousie
Progress reports ----- Henry Akervall, Lakehead

The day's topics were summarized in a round-table discussion on ways and means to realize our goals in retirement policies and appropriate pension plans.

Some seventy (70) people attended the workshop. They made it interesting through their questions and remarks.

It was a very full day, appreciated by all. Bravo to all the speakers and the President. Special thanks to John Heintz (Calgary) who put the workshop together so successfully.

La recherche et le développement au Canada

par Robert Léger

"Globalement, le pays consacre 2,4% de son PIB (produit intérieur brut) à la recherche et au développement, contre 3% pour la Suède et 2,8% pour les États-Unis ou le Japon. C'est trop peu."

Un effort est nécessaire pour que le Canada augmente sa performance en recherche et développement.

Ce qui précède est un extrait d'un article de Françoise Harrois-Monin paru dans le magazine l'Express du 7 octobre 1988. Mais le pays dont il est question n'est pas le Canada, c'est la France. En fait, le Canada consacrait 1,41% de son PIB à la recherche et au développement en 1986, loin derrière la France (Tableau 1). Parmi les pays membres de l'OCDE, le Canada se situait en 12^e position en 1985. Non seulement, il était devancé par des géants industriels comme les États-Unis, le Japon, l'Allemagne, le Royaume-Uni et la France, mais des pays de taille 'moyenne' comme la Suède, la Suisse, les Pays-Bas, la Belgique, la Norvège et la Finlande lui donnaient aussi le pion.

Voilà pour l'effort global de recherche.

Certains diront que le problème se situe au niveau de l'effort de recherche industrielle, mais que la recherche universitaire se porte bien. La première partie de l'énoncé est sans doute vraie: la performance du Canada en recherche industrielle est pauvre. Qu'en est-il de la seconde partie de la phrase? En Ontario, le Conseil du Premier ministre (Premier's Council) rendait public un rapport¹ disant, en particulier, ceci:

Canada's funding of university research and development again places us at the low end of our comparison countries². Canada spends only 0.3 percent of GDP on university research versus significantly higher rates in Sweden, Japan, and the Netherlands, and marginally higher rates in Germany and the U.S. France and the U.K. spend at the same rates as Canada.

Une autre façon de mesurer l'effort de recherche d'un pays, c'est de considérer ses effectifs en personnel de recherche et développement par mille de population active. Dans la Figure 1, on voit que le Canada est dépassé par plusieurs pays à ce point de vue et qu'il précède l'Italie. Cependant le graphique est incomplet, car plusieurs pays dépassant le Canada ne sont pas inclus faute d'espace. Ainsi la Suède se situe au 4^e rang entre la France et les Pays-Bas. La Finlande est à peu près égale à la Norvège. Ces deux pays sont suivis par l'Islande et l'Australie. En fait, le Canada se situait au 11^e rang en 1985 parmi les pays de l'OCDE. Notons de plus que l'OCDE n'a pas de données pour le Royaume-Uni et les États-Unis en ce qui a trait au personnel de recherche et développement.

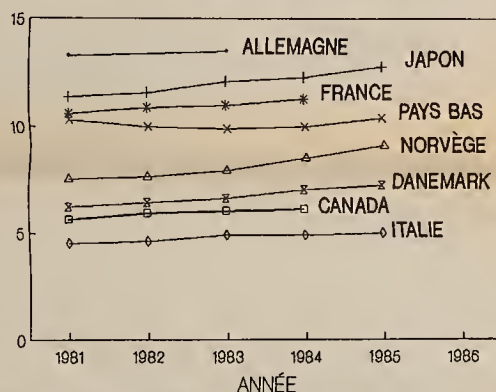
Un autre moyen de mesure, c'est le total des chercheurs (ou diplômés univer-

sitaires) par mille de population active. Ici encore, le Canada se situait au 11^e rang en 1985 à peu près au même niveau que le Danemark. La Figure 1 compare quelques uns des pays de l'OCDE. Comme dans le premier graphique, sont inclus un nombre limité de pays. La Norvège, la France, la Finlande, les Pays-Bas et l'Australie n'apparaissent pas, mais occupent une position plus élevée que le Canada. Cette mesure est importante, parce qu'elle donne une autre facette à notre effort de recherche, mais aussi parce qu'elle indique qu'un effort doit être fait au niveau de la formation des futurs chercheurs. Nous sommes directement concernés, les universités sont le creuset où beaucoup de chercheurs présents et futurs sont formés. Notons que l'OCDE n'a pas de données pour le Royaume-Uni pour cette mesure.

Dans beaucoup d'études canadiennes

de vue économique. Dans un monde technologique, il nous faut les ressources humaines et le matériel pour rester à la fine pointe de la technologie dans quelques domaines. La venue du Libre échange avec les Américains rend la chose encore plus urgente. Il faudra que nos hommes d'affaires soient convaincus que la recherche est non seulement un abris fiscal, mais aussi un investissement payant, et dans certains cas, nécessaire à la survie même de l'entreprise. Heureusement, certains hommes d'affaires sont conscients de l'importance de la recherche. Ainsi, le Président de Provigo, Pierre Lortie, déclarait à la Chambre de commerce à Montréal, "La politique actuelle de financement (des universités) privilégie la médiocrité plutôt que d'appuyer les conditions essentielles pour réaliser un niveau d'excellence en recherche. Une amélioration de

TOTAL PERSONNEL DE R-D PAR MILLE DE POPULATION ACTIVE



SOURCE: OCDE/ Banque de données de la DISTI - Novembre 1987

Figure 1

sur la recherche et le développement, on se limite à comparer entre les pays du "groupe des sept" ou encore entre huit pays comme l'a fait le "Premier's Council" de l'Ontario. Je crois qu'il est maintenant temps d'inclure les pays scandinaves qui sont en compétition avec le Canada dans plusieurs domaines. L'intégration économique de plus en plus poussée de l'Europe nous oblige à tenir compte non seulement des géants européens comme l'Allemagne, la France et l'Angleterre, mais aussi de "petits" pays comme les Pays-Bas, la Belgique, la Suisse, etc qui apportent eux aussi leur contribution à la prospérité et à la vigueur de la nouvelle Europe.

Un effort est nécessaire pour que le Canada augmente sa performance en recherche et développement. Cela devient de plus en plus évident d'un strict point

de vue économique. Dans un monde technologique, il nous faut les ressources humaines et le matériel pour rester à la fine pointe de la technologie dans quelques domaines. La venue du Libre échange avec les Américains rend la chose encore plus urgente. Il faudra que nos hommes d'affaires soient convaincus que la recherche est non seulement un abris fiscal, mais aussi un investissement payant, et dans certains cas, nécessaire à la survie même de l'entreprise.

La recherche est nécessaire pour plusieurs raisons, pas seulement du strict point de vue économique. En particulier, elle est nécessaire pour améliorer notre qualité de vie. Notre monde industriel a pollué notre eau et notre air. La recherche dans ce domaine est essentielle pour faire un nettoyage efficace au moindre coût. Non seulement devons-nous continuer nos recherches dans les sciences de la santé, nous devons le faire aussi dans les sciences humaines pour solutionner les nouveaux problèmes de société. Par exemple, il nous faut non seulement faire

Voir RECHERCHE & DEVELOPMENT...8

	GERD as a percentage of GDP DIRD en pourcentage du PIB							
	1981	1982	1983	1984	1985	1986	1987	
Japan	2.52	2.42	2.56	2.65	2.81	2.78		Japan
Sweden	2.22 a		2.46		2.78		2.93	Suede
United States	2.45	2.68	2.62	2.69	2.77	2.88	2.85 c	Etats-Unis
Germany	2.45 a	2.51 c			2.54	2.78	2.71	Allemagne
Switzerland	2.29 a		2.28			2.83		Suisse
United Kingdom	2.42		2.27		2.35 b	2.42		Royaume-Uni
France	2.61 a	2.18	2.15	2.25	2.31	2.27 c	2.33	France
Netherlands	1.99 a	1.97	2.82	1.97	2.11			Pays-Bas
Belgium			1.53 c					Belgique
Norway	1.29	1.37 c	1.41	1.51 c	1.63	1.82	1.82	Norvège
Finland	1.19 a		1.32	1.42 c	1.58	1.68 c	1.63 c	Finlande
Canada	1.23	1.37	1.35	1.39	1.42	1.41	1.38	Canada
Austria	1.17	1.22	1.23	1.27 c	1.27	1.31 c	1.31 c	Autriche
Denmark	1.18	1.14	1.19	1.23	1.25			Danemark
Australia	1.81		1.12	1.12	1.14			Australie
Italy	1.81	0.98	0.96	1.82	1.13	1.25 c	1.26 c	Italie
New Zealand	1.61 b		0.95 b		1.61			Nouvelle-Zélande
Ireland	0.73	0.75	0.72	0.78	0.79			Irlande
Vogoslavia	0.76	0.85	0.87	0.86	0.79	0.88		Vogoslavie
Iceland	0.67		0.74	0.73	0.76	0.75 c		Islande
Spain	0.48	0.46	0.45	0.47	0.53			Espagne
Portugal		0.35		0.48				Portugal
Greece	0.21 a	0.21 b	0.27 a, b	0.32 b	0.34 b	0.33 c		Grèce
Turkey			0.24					Turquie

Source: OECD/STID data bank - 1987 & 1988

Source: OCDE/Banque de données de la DISTI - 1987 & 1988

Note: Sorted using 1985 (real or estimated value)

Note: Tri fait en utilisant 1985 (données réelles ou estimées)

Tableau 1

RECHERCHE & DEVELOPPEMENT....7
de la recherche en biotechnologie, il est aussi nécessaire que des chercheurs se penchent sur les problèmes d'éthiques et philosophiques que posent ses nouvelles découvertes.

Finalement, l'avancement du savoir est une valeur importante pour la plupart d'entre nous. Une grande découverte, même si elle n'est pas utile immédiatement, répond à notre curiosité naturelle et à notre fierté d'animal intelligent. La recherche de base est un des buts de l'université. Il ne faut pas oublier que c'est un objectif valable pour le pays, pour la société.

Une grande découverte, même si elle n'est pas utile immédiatement, répond à notre curiosité naturelle et à notre fierté d'animal intelligent.

Il faut se convaincre et convaincre nos concitoyen(ne)s, nos hommes et femmes d'affaires, nos gouvernements que la recherche et le développement dans tous les domaines sont nécessaires et importants.

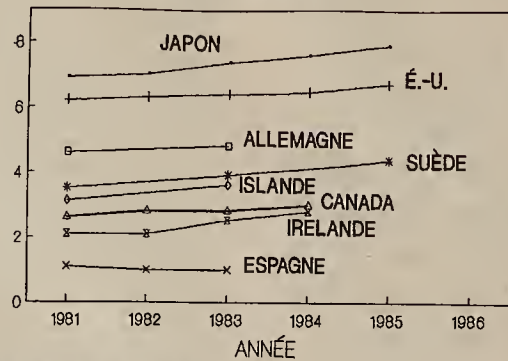
1. Competing in the New Global Economy, Report of the Premier's Council (of Ontario), Volume I, 1988

2. Les États-Unis, le Japon, la Suède, l'Allemagne, la France, les Pays-Bas, le Royaume-Uni et le Canada.

3. Le Devoir, mercredi, le 8 février 1989.

The Paris magazine L'Express recently commented in an unfavourable way on the place of France in the recent OECD figures on comparative investment by OECD members on research and development. Yet Canada, as Mr. Leger notes, lags far behind France and also behind many of the smaller European countries particularly in Scandinavia. This can be seen whether one considers the percentage of GNP devoted to research and development or the number of researchers per thousand of the population. However, one encouraging sign is that Quebec businessmen headed by Pierre Lortie and the Chamber of Commerce are publicly putting pressure on the Quebec government to improve its investment in its universities and in research and development.

TOTAL CHERCHEURS (OU DIPLOMÉS UNIVERSITAIRES) PAR MILLE DE POPULATION ACTIVE



SOURCE: OCDE/Banque de données de la DISTI - Novembre 1987

Figure 2

Victoire en cour suprême dans la cause Andrews

L'ACPU est intervenu dans la cause opposant Andrews et Law Society of British Columbia devant la Cour suprême du Canada, car il s'agissait de la première occasion où celle-ci interpréterait l'article 15 de la Charte, une des dispositions clé sur lesquelles on se penche dans le cas de retraite obligatoire. L'ACPU est également intervenu parce qu'elle estime que l'ensemble des professeurs devraient être traités sur le même pied. L'ACPU y a été représentée par Steven Barret du cabinet Sack, Goldblatt & Mitchell, notre conseil juridique.

La Cour de la C.-B. affirmait qu'une personne proclamant un cas de discrimination se devait également de prouver que celle-ci était non justifiée et indue.

Nous sommes intervenu dans la cause Andrews sur un aspect de la loi, plutôt que sur le fond de l'affaire. Nous avons été incités à nous impliquer par suite d'un jugement rendu par la cour d'appel de la Colombie-Britannique qui rendait plus difficile le recours à l'article 15 de la Charte. Cet article énonce diverses formes de discrimination illicites (ex.: toute discrimination fondée sur la race, l'âge, etc., est interdite). La Cour de la C.-B. affirmait qu'une personne proclamant un cas de discrimination se devait également de prouver que celle-ci était non justifiée et indue. Le fardeau de la preuve pesait donc sur les épaules du demandeur. L'ACPU invoquait pour sa part que cette obligation était contraire aux principes de la Charte et que le demandeur n'avait qu'à montrer qu'il y avait discrimination au regard des catégories citées dans la Charte ou de la jurisprudence. La Cour suprême du Canada a accepté notre argument et a réformé le jugement de la cour d'appel de la Colombie-Britannique.

Cependant, ce jugement de la Cour suprême n'empêche pas un gouvernement ou tout autre organisme d'invoquer l'article 1 de la Charte, au regard duquel tout geste étant interprété comme de la discrimination au regard de l'article 15 demeurerait légitime puisque l'article 1 spécifie qu'elle est manifestement justifiée dans une société libre et démocratique. Mais c'est au gouvernement ou à l'organisme en question qu'il revient de

prouver que la discrimination est "justifiée".

Ce jugement a également eu des retombées inattendues qui ont favorisé notre position sur le cas de retraite obligatoire. Ce cas avait rapport à un règlement de la Law Society of British Columbia qui interdisait aux immigrants résident en permanence au Canada de devenir avocat en Colombie-Britannique. La Cour a jugé qu'un règlement qui empêche une classe entière de personnes d'occuper certains types d'emplois uniquement en raison de leur citoyenneté et sans tenir compte de leur formation et de leurs qualifications ou de tout autre atout ou mérite allait à l'encontre de l'article 15 de la Charte. Si l'on substitue "âge" à "citoyenneté", il semblerait que le même raisonnement pourrait s'appliquer dans le cas de retraite obligatoire qui nous occupe.

Nous avons toujours maintenu que si le gouvernement désire restreindre l'entrée de professeurs étrangers au Canada, c'est à la frontière qu'il doit le faire.

Même si on nous donne raison quant à l'article 15, les présidents d'université essaieront de s'appuyer sur l'article 1 de la Charte. Mais quoi qu'il advienne, le jugement de la Cour suprême nous sera d'un précieux recours, car il souligne l'importance de juger une personne selon ses mérites, non pas selon la classe dont elle fait partie.

Enfin, ce jugement pourrait soulever certaines questions quant au recrutement de professeurs étrangers par les universités canadiennes. On ne peut appliquer automatiquement le jugement de la Cour suprême à cette question. Ce jugement ne pourrait devenir un précédent pour les universités que si la Cour proclamait que les méthodes de recrutement des universités sont régies par la Charte (un des points importants en litige dans le cas de retraite obligatoire), puis juger si, au regard de l'article 1, de telles restrictions sont acceptables dans une société libre et démocratique. Si la Cour se prononçait contre la discrimination à l'endroit des immigrants résident en permanence au Canada, elle appuierait par le fait même la politique de l'ACPU à cet égard. Nous avons toujours maintenu que si le gouvernement désire restreindre l'entrée de professeurs étrangers au Canada, c'est à la frontière qu'il doit le faire. Établir une discrimination contre ceux-ci une fois qu'ils sont devenus immigrants résident en permanence au Canada est, à nos yeux, inacceptable.

A positive Supreme Court decision on Andrews

CAUT intervened in *Andrews vs. Law Society of British Columbia* before the Supreme Court of Canada because it was the first occasion on which the Court would interpret Section 15 of the Charter, which is one of the key provisions at issue in our mandatory retirement case. CAUT also intervened because of its concern in the area of equality for faculty in general. CAUT was represented by Steven Barrett of Sack, Goldblatt & Mitchell, our legal counsel.

We intervened in the *Andrews* case on a point of law rather than on the substance of the case. The reason for our involvement was that the British Columbia Court of Appeal in rendering judgment added an additional test for those who wish to rely on Section 15 of the Charter. This section lays out various prohibited grounds of discrimination (e.g. there should be no discrimination on the basis of race, age, etc.). The B.C. Court said that the person who wished to allege discrimination had not only to show discrimination but also had to prove that it was unjustifiable and unreasonable. The onus for this test was on the individual complainant. CAUT argued that this was not in accord with the Charter itself, and that the individual only had to show that there was discrimination according to the categories as stated in the Charter or in similar instances. The Supreme Court of Canada accepted our argument and overruled that and other parts of the decision of the British Columbia Court of Appeal.

It is still, of course, possible for a government or other agency to argue under Section 1 of the Charter that actions found to be discrimination under Section 15 should be allowed to stand because under Section 1 it is demonstrably justified in a free and demo-

cratic society. But the onus of proving that it is "justified" rests on the government or agency in question.

There was also some unanticipated fallout from this decision which is favourable to our position on the mandatory retirement case. The case involved a regulation of the Law Society of British Columbia which prohibited landed immigrants with permanent residence in Canada from becoming lawyers in British Columbia. The Court held that a rule which bars an entire class of persons from certain forms of employment solely on the grounds of citizenship status and without consideration of educational and professional qualifications or other attributes or the merits of the individuals in the group infringes Section 15 of the Charter. Substitute the word "age" for "citizenship" and it would appear that the same line of reasoning could apply in our case regarding mandatory retirement.

Even if we win the argument on Section 15, the university presidents will attempt to rely on Section 1 of the Charter. But even here the judgment assists us because of its insistence on the importance of judging individuals on their merits and not as a class.

Finally the judgment may raise questions about the issue of university hiring of non-Canadians. The decision of the Supreme Court is not automatically transferable to this issue. In order for this decision to become a precedent for universities, the Court would have to hold that universities and their hiring practices are covered by the Charter (one of the major points at litigation in our mandatory retirement case) and then it would have to decide under Section 1 whether any such restrictions were reasonable in a free and

democratic society. If it should decide that there cannot be discrimination against landed immigrants with permanent residence in Canada, it would only be following the policy of CAUT. We have always said that if the

government is going to limit the immigration of foreign professors, it should do so at the border and not discriminate against them once they have become landed immigrants with permanent residence in Canada.

Council of Ontario Universities Conseil des Universités de l'Ontario Executive Vice-Chair Ontario Council on Graduate Studies

Applications/nominations are invited for the position of Executive Vice-Chair of the Ontario Council on Graduate Studies (OCGS). The Executive Vice-Chair is responsible to OCGS (and through OCGS to COU) for the supervision and administration of the OCGS secretariat, the conduct of graduate programme appraisals, and for cooperation with the COU secretariat in the preparation of reports. Other responsibilities relating to graduate studies may be assigned from time to time.

Candidates should have substantial administrative and academic experience with graduate studies within an Ontario university. This is a full-time position with a term appointment for an initial period of three years commencing 1 September 1989. Male and female candidates are equally invited to apply.

For further information contact Dr. Edward J. Monahan, Executive Director, Council of Ontario Universities, at the address below.

130 St. George Street
Suite 8039
Toronto, Ontario
M5S 2T4
(416) 979-2165
FAX 979-8635

COUNCIL OF
ONTARIO
UNIVERSITIES
CONSEIL DES
UNIVERSITÉS
DE L'ONTARIO

UNIVERSITÉ DE MONTRÉAL DÉPARTEMENT DE DÉMOGRAPHIE

Poste 1: PROFESSEUR(E) (agréé(e) ou titulaire) - poste régulier;
Poste 2: PROFESSEUR(E) (agréé(e) ou titulaire) - poste temporaire;
Poste 3: PROFESSEUR(E) (adjoint(e)) - poste temporaire.
Fonctions - poste 1. Enseignement en particulier de la démographie du Tiers-Monde aux trois cycles; direction d'étudiants aux cycles supérieurs; participation active aux recherches du Programme. Qualifications: - poste 1. Ph.D. en démographie ou équivalent, intérêt pour l'enseignement et la recherche sur le Tiers-Monde; de préférence dans l'Afrique francophone; expérience dans l'enseignement souhaitable. Poste 2. Ph.D. en démographie ou équivalent; expérience substantielle de recherche dans le domaine "population et développement" en Afrique francophone; de préférence dans le Sahel; expérience dans l'enseignement souhaitable; bonne connaissance des institutions de recherche dans la région du Sahel. Poste 3. Ph.D. en démographie ou équivalent, avec thèse portant sur le Tiers-Monde; de préférence sur l'Afrique francophone; expérience de recherche dans les domaines suivants: fécondité et planning familial; statut de la femme; migration et urbanisation; expérience dans l'enseignement souhaitable. Critères de sélection. Les candidats (e) retenue (e) pour chacun des trois postes ne pourra être éliminé que si on est en mesure de montrer qu'il/elle n'y a pas de candidat(e) d'immigré(e) reçu après à remplir le poste à B. L'attribution du poste 1 est sous réserve d'approbation budgétaire. Date d'entrée en fonction: 1^{er} juin 1989 (postes 1 et 2); 1^{er} juin 1990 (poste 3). Traitement: Selon les normes de la convention collective en vigueur. Les candidat(e)s sont priés de faire parvenir leur curriculum vitae avant le 15 avril 1989 à l'adresse ci-dessous: M. Jacques Légaré, Directeur, Département de démographie, Université de Montréal, C.P. 6128, succ. A, Montréal, CANADA, H3C 3J7. PRIÈRE DE SPÉCIFIER LE POSTE QUI VOUS INTÉRESSE.

L'Université de Moncton, la seule université française hors Québec au Canada, sollicite des candidatures pour combler plusieurs postes dont l'entrée en fonction a été fixée au 1^{er} juillet 1989.

Le rang professoral attribué lors de l'engagement ainsi que le traitement annuel seront fonction de l'expérience et de la formation des candidats, de même que de la convention collective en vigueur.

Veuillez noter que toutes les candidatures devront comporter un curriculum vitae ainsi que trois lettres de référence, être soumises avant la date établie pour chaque faculté et parvenir à la personne ou au département spécifique au poste.

FACULTÉ DES SCIENCES ET DE GÉNIE

Professeur(e) de mathématiques

Notre section Mathématiques et statistique compte actuellement neuf professeurs; la topologie algébrique, la mathématique physique et la statistique figurent parmi les domaines de recherche courants. C'est dans ce contexte que vous dispenserez votre enseignement au niveau du baccalauréat et que vous ferez de la recherche en mathématiques.

Vous devez détenir un doctorat en mathématiques ou être en voie de l'obtenir; les statisticiens sont également invités à poser leur candidature. Veuillez noter qu'il s'agit d'un poste temporaire, d'une durée d'un an.

Professeur(e) de physique

Vous mènerez des recherches en physique en plus d'enseigner cette discipline en français aux étudiants (e)s du 1^{er} cycle, dans le cadre du programme de spécialisation et de maîtrise offert au département.

Ce poste temporaire, d'une durée d'un an, exige que vous déteniez un doctorat en physique.

Professeur(e) d'informatique

Au département, qui offre le programme spécialisé de baccalauréat en informatique appliquée (B.I.A.), vous enseignerez l'informatique en français, au niveau du 1^{er} cycle, et ferez de la recherche dans ce domaine.

Pour occuper ce poste régulier, vous devez soit détenir un doctorat, soit être en préparation de thèse doctorale ou encore avoir acquis une maîtrise en informatique.

Les postes de professeur(e) de mathématiques et professeur(e) de physique seront pourvus sous réserve d'approbation budgétaire.

Les candidats à l'un ou l'autre de ces trois postes feront parvenir leur demande avant le 31 mars 1989 au: Directeur, Département de mathématiques, physique et informatique, Faculté des sciences et de génie.

Université de Moncton
Moncton (Nouveau-Brunswick)
E1A 3E9



UNIVERSITÉ
DE MONCTON

Toutes ces offres s'adressent également aux femmes et aux hommes et, conformément aux exigences relatives à l'immigration au Canada, les postes sont offerts aux citoyens canadiens et aux résidents permanents seulement.

The Faculty Association of the University of British Columbia

EXECUTIVE DIRECTOR

The Association represents the academic and professional interests of approximately 2,000 faculty members and is their sole bargaining agent for salaries and economic benefits.

The Executive Director is responsible to the President of the Association and to the Executive for the management of the Association's affairs.

Major responsibilities include: advising the President and Executive Committee on all aspects of the Association's affairs; participating in collective bargaining; administering collective agreements; briefing legal counsel; drafting arbitration briefs and policy statements. In addition, the Director is responsible for the delivery of services and information to members and supervises a small staff.

The successful applicant should possess a university degree plus five to seven years' relevant experience. An advanced degree or a professional qualification would be a definite asset.

Superior oral and written communication skills are essential. A competitive salary, commensurate with experience, is offered.

Applicants should send a resume, before March 31, 1989 to:

Professor Marg Csapo
President
Faculty Association of the
University of British Columbia
#112, 1924 West Mall
Vancouver, B.C. V6T 1W5
Fax (604) 222-0174

The Association supports the principles of employment equity.

LA FACULTÉ D'ÉDUCATION DU COLLÈGE UNIVERSITAIRE DE SAINT-BONIFACE FAIT APPEL DE CANDIDATURES POUR TROIS (3) PROFESSEURS(ES) RÉGULIERS(ES) QUI SERAIENT APPELÉS(ES) À SE PARTAGER:

- de la supervision de stages
- des cours de pédagogie générale et de micro-enseignement
- des cours de pédagogie en mathématiques et sciences naturelles
- des cours de pédagogie en humanités et sciences humaines y compris la pédagogie de la lecture
- des cours en éducation de la jeune enfance

* Un(e) des trois devra posséder des connaissances particulières relatives à l'enseignement en français langue première: préférentiellement en milieu minoritaire.

* Un(e) deuxième devra posséder des connaissances particulières relatives à l'enseignement en immersion française.

Les trois postes sont orientés principalement vers le 1^{er} cycle (formation initiale), mais il n'est pas exclus que les candidats(es) puissent oeuvrer aussi au niveau du 2^e cycle.

UN(E) (1) PROFESSEUR(E) - (CONTRAT D'UN AN) EN PSYCHOLOGIE (ORTHOPÉDAGOGIE ET/OU COUNSELLING) AU NIVEAU DU 2^e CYCLE.

QUALIFICATIONS: Préférence accordée aux détenteurs (trices) de doctorats. On considérera aussi (aux trois premiers postes indiqués) les candidats(es) en voie de compléter leurs doctorats ainsi que les détenteurs (trices) de maîtrises avec expérience et qualifications particulières.

RÉMUNÉRATION: Classification et salaire selon la convention collective.

ENTRÉE EN FONCTION: Le 1^{er} Septembre 1989

Les candidats(es) sont priés(es) de soumettre leur curriculum vitae ainsi qu'un dossier complet et de demander à trois répondants(ites) d'envoyer des lettres de recommandation à:

M. Roger Legal (Doyen)
Faculté d'éducation
Collège universitaire de Saint-Boniface
200, avenue de la cathédrale
Saint-Boniface (MB) R2H 0H7

Date limite pour la réception de l'ensemble des documents: Le 30 Mars 1989 ou la date où le poste sera pourvu. Conformément aux exigences relatives à l'immigration au Canada, cette annonce s'adresse aux citoyens(nes) canadiens(nes) et aux résidents(es) permanents(es). Le collège universitaire de Saint-Boniface (CUSB) respecte le principe de l'équité en matière d'emploi.

LA FACULTÉ DES ARTS ET DES SCIENCES DU COLLÈGE UNIVERSITAIRE DE SAINT-BONIFACE

FAIT APPEL DE CANDIDATURES POUR

1 PROFESSEUR(E) DE FRANÇAIS QUI SERAIT APPELÉ(E) À:

• ASSURER L'ENSEIGNEMENT D'UN COURS DESTINÉ AUX ÉTUDIANTS N'AYANT PAS RÉUSSI LE TEST DE PLACEMENT EN FRANÇAIS;

• À PARTICIPER ACTIVEMENT AU DÉVELOPPEMENT D'UN PROGRAMME D'APPOINT EN FRANÇAIS

QUALIFICATIONS: MAÎTRISE OU L'ÉQUIVALENT

RÉMUNÉRATION: SELON LA CONVENTION COLLECTIVE

ENTRÉE EN FONCTION: LE 1^{er} SEPTEMBRE 1989

LES CANDIDATS(ES) SONT PRIÉS (ES) DE SOUMETTRE LEUR CURRICULUM VITAE AINSI QU'UN DOSSIER COMPLET ET DE DEMANDER À TROIS RÉPONDANTS(ES) D'ENVOYER DES LETTRES DE RECOMMANDATION À:

M. ANDRÉ FRÉCHETTE (DOYEN)
COLLÈGE UNIVERSITAIRE DE SAINT-BONIFACE
200, AVENUE DE LA CATHÉDRALE
SAINT-BONIFACE (MB)
R2H 0H7

DATE LIMITE POUR LA RÉCEPTION DE L'ENSEMBLE DES DOCUMENTS:

LE 30 MARS 1989 OU LA DATE OÙ LE POSTE SERA POURVU. CONFORMÉMENT AUX EXIGENCES RELATIVES À L'IMMIGRATION AU CANADA, CETTE ANNONCE S'ADRESSE AUX CITOYENS(NES) CANADIENS(NES) ET AUX RÉSIDENTS(ES) PERMANENTS(ES). LE COLLÈGE UNIVERSITAIRE DE SAINT-BONIFACE (CUSB) RESPECTE LE PRINCIPE DE L'ÉQUITÉ EN MATIÈRE D'EMPLOI.

(CE POSTE DOIT ENCORE RECEVOIR UNE APPROBATION BUDGÉTAIRE AVANT D'ÊTRE POURVU.)



THE UNIVERSITY OF MANITOBA LIBRARIES

HEAD, E.K. WILLIAMS LAW LIBRARY

SALARY RANKS AND RANGES: Commensurate with qualifications and experience:

Assistant Librarian	\$29,031 to \$50,508
Associate Librarian	\$36,459 to \$63,432

In addition, this Department Head position carries a stipend of \$2,768 per annum. This position has a two-year probationary period.

EFFECTIVE DATE: As soon as possible.

The E.K. Williams Law Library, one of thirteen library units of the University of Manitoba Libraries system, has a staff of 3 academic librarians and 10.59 FTE support staff. Reporting to the Director of Libraries, the successful candidate will be responsible for the overall operation of the library in all its aspects, including administration of the facilities, policy formulation, collection development, budget preparation and control, physical facilities planning, library user services, technical services, supervision of staff and staff development. The incumbent may also carry an academic rank in the Faculty of Law and may be requested to teach a course in their program.

QUALIFICATIONS: An ALA accredited library degree and a degree from a Canadian law school. Significant experience at a professional level in a law library, preferably at an academic institution. Demonstrated management skills. Knowledge of academic library public services, technical services activities, automated systems and collection development are also required. Personal qualifications of judgement, initiative and resourcefulness; the proven ability to work with staff and users at all levels. The successful candidate is expected to show evidence of participation in professional development and other relevant professional activities.

Librarians enjoy academic status and are appointed to one of four ranks, General, Assistant, Associate, and Librarian, with the possibility of promotion.

Both men and women are encouraged to apply. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Submit your curriculum vitae and any other relevant information and the name of three referees by March 31, 1989 to:

Earle C. Ferguson
Director of Libraries
University of Manitoba
Winnipeg, Manitoba
R3T 2N2

L'Université de Moncton, une des deux universités françaises hors Québec au Canada, recherche trois professeurs(ies) pour l'École de génie. L'entrée en fonction de ces postes, à combler sous réserve d'approbation budgétaire, a été fixée au 1^{er} juillet 1989.

Le rang professoral attribué lors de l'engagement ainsi que le traitement annuel seront fonction de l'expérience et de la formation des personnes retenues, de même que de la convention collective en vigueur.

Professeur(e)s, génie mécanique

Deux postes réguliers

Vous enseignerez aux étudiants du baccalauréat et aux diplômés d'études supérieures en plus de faire de la recherche, de participer à l'essor de l'École de génie et de contribuer au développement du programme de génie mécanique.

Vous devez posséder une formation dans au moins un des domaines du génie mécanique, de préférence en CAO et FAO ou en mécanique des fluides.

Un poste temporaire (un an)

À titre de remplaçant(e) d'un professeur en congé sabbatique, vous assumerez une charge d'enseignement et de recherche tant au niveau du baccalauréat qu'après des diplômés d'études supérieures. Vous collaborerez en outre au développement du programme de génie mécanique.

Pour ce faire, vous devez détenir un doctorat ou l'équivalent en génie mécanique.

Les candidat(ies) à l'un ou l'autre de ces trois postes, qui exigent la maîtrise du français parlé et écrit, feront parvenir leur curriculum vitae ainsi que trois lettres de référence, avant le 31 mars 1989, au: Directeur, École de génie, Centre universitaire de Moncton, Moncton (Nouveau-Brunswick) E1A 3E9. Tél.: (506) 858-4300.

Ces offres s'adressent également aux femmes et aux hommes et, conformément aux exigences relatives à l'immigration au Canada, les postes sont offerts aux citoyens canadiens et aux résidents permanents seulement.



UNIVERSITÉ
DE MONCTON

L'Université de Moncton is accepting applications from specialists in ESL or Applied Linguistics, whose field is curriculum or materials, for a tenure-track position in the English Department to begin July 1, 1989.

You will be required to teach five first-year language courses and one upper-level linguistics course, i.e. three courses each semester.

In addition to a PhD, you possess a good command of spoken French.

To apply, forward your resumé, along with three letters of recommendation and a cassette with a sample of your spoken French and English, by April 30, 1989, to: Sister Yvonne M. Chiasson, Head of the English Department, Université de Moncton, Moncton, New Brunswick E1A 3E9. Tel.: (506) 858-4250.



UNIVERSITÉ
DE MONCTON

This offer is open to both men and women, and, in accordance with Canadian immigration requirements, is directed only to Canadian citizens and permanent residents.

The University of Calgary Academic Positions



The University of Calgary
2500 University Drive N.W.
Calgary, Alberta T2N1N4

Department of Chemistry ASSISTANT PROFESSOR IN ORGANIC CHEMISTRY

(tenure track) effective July 1, 1989. All areas of organic chemistry will be considered, including polymer chemistry. Responsibilities include teaching and research at undergraduate and graduate levels. Applicants must have a PhD, preferably with some post-doctoral research experience.

Applicants should submit a curriculum vitae, list of publications, summary of research interests, a detailed research proposal, and the names and addresses of at least three referees by April 1, 1989 to: Dr. H. Wieser, Associate Head, Department of Chemistry.

Department of Surveying Engineering TENURE TRACK APPOINTMENT IN DIGITAL MAPPING AND SPATIAL DATA MANAGEMENT

effective July 1, 1989. The successful candidate will carry out teaching and research in Land Information Systems. Requirements include a PhD in surveying and mapping, publication record in refereed journals and conference proceedings, teaching experience at the university level and in the scientific and professional communities, operational research and development experience, and experience with national and international scientific and professional bodies.

Application, with a curriculum vitae and three letters of reference, should be sent by April 15, 1989 to: Dr. E.J. Krakiwsky, Head, Department of Surveying Engineering.

Faculty of Management

TENURE TRACK POSITIONS are available in Accounting, Finance and Operations Management, Management Information Systems, Marketing, and Policy and Environment. PhD or DBA preferred. The Faculty of Management is an accredited member of AACSB and occupies a building specifically designed for management teaching and research needs. Excellent computer resources are available.

Applications should be sent by March 31, 1989 to the Associate Dean, Research and Development, Faculty of Management.

Faculty of Environmental Design ASSISTANT or ASSOCIATE PROFESSOR IN URBAN PLANNING

(tenure track) effective September 1, 1989. Candidates must have an advanced degree in Planning (preferably a PhD). Membership or eligibility for membership in CIP required. Teaching experience desirable.

The Program offers unique opportunities for interdisciplinary study and research and is recognized by the Canadian Institute of Planners. Current Urban Planning Program interests include small town planning and revitalization, community development, tourism, urban design and historic preservation.

The successful candidate will be expected to participate fully in the Program's core teaching program and therefore should have broad, interdisciplinary skills and knowledge of urban planning theory, methods and practice. Experience in professional practice will be an asset.

Applications, including a curriculum vitae and the names and addresses of three referees, should be sent by March 31, 1989 to: Dr. Welter Jamieson, Director, Urban and Regional Planning Program, Faculty of Environmental Design.

Department of Educational Psychology ASSISTANT or ASSOCIATE PROFESSOR

(tenure track) effective July 1, 1989, with a joint appointment as Associate with the Centre for Gifted Education. Teaching responsibilities within the Department of Educational Psychology are primarily in Special Education, Gifted Education and Exceptionality. Major objectives of the Centre for Gifted Education include teacher preparation, in-service education, applied research and the creation of resource materials for schools. Duties related to the Centre Associate role will be determined on the basis of experience and expertise. Qualifications include a PhD in Special Education and related classroom teaching and/or field experience working with exceptional and/or gifted students. Specific background and research experience in gifted education would be considered an asset.

Applicants should send a detailed curriculum vitae and the names of three references prior to April 30, 1989 to: Dr. L.H. Sandals, Head, Department of Educational Psychology.

Department of Mechanical Engineering ASSISTANT or ASSOCIATE PROFESSOR

(tenure track) in the area of Computer Integrated Manufacturing. Applicants should have a PhD in an appropriate discipline, some industrial experience preferred. The position involves undergraduate and graduate teaching concurrently with research. The successful candidate would have access to extensive CAD/CAM facilities which include CNC machine tools, robots and up-to-date computer and supercomputer support. A CIM minor will be offered from September 1989 and the successful candidate will be expected to contribute to development of the curriculum.

Interested individuals should send a curriculum vitae and the names of three references prior to May 31, 1989 to: Dr. C.T. Reader, Head, Department of Mechanical Engineering.

Department of Biological Sciences ASSISTANT PROFESSOR IN BIOCHEMISTRY

(tenure track) effective January 1, 1990. Requirements include a minimum of two years' postdoctoral experience with a record of creative work and potential for teaching and developing an independent research program. Applicants with an interest in any aspect of contemporary protein biochemistry will be considered but those with experience in aspects of the structure and function of membrane proteins, glycoproteins, or transport and translocation mechanisms, and a willingness to teach a course in modern membrane biochemistry will be preferred.

The Biochemistry Division of the Department of Biological Sciences is responsible for the undergraduate program in Biochemistry and contributes to the graduate program in coordination with the Department of Medical Biochemistry. The Department is well-equipped for protein biochemistry and DNA sequencing. State-of-the-art equipment for biological fermentations, 400 and 500 MHz NMR and access to the University's CYBER 205 supercomputer are available.

Qualified individuals should send a curriculum vitae, a detailed description of their research objectives and arrange to have three letters of reference sent by May 1, 1989 to: Dr. T.A. Thorpe, Head, Department of Biological Sciences.

Algoma University College

Algoma University College, Sault Ste. Marie, seeks to make a faculty appointment in Commerce and Business.

This is a tenure-track position, teaching General Business Administration; ability to teach Marketing, Accounting, and other business areas is an asset. We are seeking a candidate committed to excellence in teaching, preferably with a completed Doctoral degree and relevant teaching experience.

Rank and salary commensurate with qualifications. Algoma University College is a small but growing institution committed to excellence in undergraduate teaching. We offer Bachelor's degrees in 16 areas of Arts and Sciences, and are expanding our programs and enrollment in the Business area with the creation of a Bachelor of Business Administration degree. We are affiliated with Laurentian University of Sudbury.

Located in scenic Northern Ontario, AUC offers a high quality of life coupled with a challenging academic environment and a competitive salary and benefits package.

Applicants should submit a letter of application, with a current Curriculum Vitae and names of three referees, to:

Dr. Thomas A. Allaway Academic Dean
Algoma University College
1520 Queen Street East
Sault Ste. Marie, ON
P6A 2G4

In accordance with Canadian Immigration Policies this advertisement is directed primarily at Canadian citizens and permanent residents. AUC is an equal opportunity employer.

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M. M. Rahman
K. Bryson

Salary and rank are commensurate with qualifications and experience. In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary is committed to employment equity.

Please contact Captus Press Inc. for further information Tel:(416) 736-5537
Mail: York University Campus, 4700 Keele St., North York Ontario M3J 1P3

DEPARTMENT OF FRENCH

Applications are invited for 2 possible tenure track appointments at the rank of Assistant Professor in the Department of French on the Fredericton Campus of the University of New Brunswick. Candidates must hold a doctorate, have native or near-native command of French with some experience in university teaching, and will be expected to teach primarily language improvement courses at the undergraduate level, with the possibility of teaching in at least one of: French Canadian Literature, Translation, Comparative Structure, Lexicology and Syntax. Salary commensurate with qualifications and experience (1989-90 floor \$31,721.). Send letter of application, including full curriculum vitae and names of three referees, to:

Dr. D.F.G. McIntyre, Chairman
Department of French
University of New Brunswick
P.O. Box 4400
Fredericton, NB
E3B 5A3

These appointments are subject to budgetary approval, and will take effect on or after 1 July, 1989, with closing date for competition declared when positions are filled. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.



UNIVERSITY OF NEW BRUNSWICK

The University of New Brunswick is seeking candidates for the position of

DEAN OF THE FACULTY OF NURSING

to assume the Deanship effective July 1, 1989 or as soon thereafter as possible.

Candidates should have outstanding qualifications and suitable academic and administrative experience. The successful applicant is expected to provide strong imaginative leadership in all aspects of the Faculty's academic program and in sustaining and developing productive relationships with the professional community in the province.

The Faculty, with 32 FTE members, offers the Basic Bachelor of Nursing degree program and the Post R.N. Bachelor of Nursing program. Full-time enrollment is about 250 and part-time enrollment, principally in the Post R.N./B.N. Program, is about 300. Further development of current programs, of research activity and development of a graduate program are among Faculty priorities for the future.

The University of New Brunswick has a total enrollment of about 7,500 full-time and 2,500 part-time students. The Faculty of Nursing is located on the Fredericton Campus with teaching liaison to the Saint John Campus.

Applications should be submitted to:

Dr. R.E. Burridge
Vice-President (Academic)
University of New Brunswick
Box 4400
Fredericton, New Brunswick
Canada, E3B 5A3



UNIVERSITY OF NEW BRUNSWICK

Simon Fraser University Director, Centre for the Arts

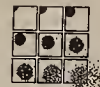
Applications and nominations are invited for the position of Director of the Centre for the Arts at Simon Fraser University.

The Centre for the Arts is a fine and performing arts department with degree programs in dance, film, music, theatre, visual art, and interdisciplinary studies. The curriculum is committed to the integration of contemporary theory and practice and to the encouragement of interdisciplinary work. In addition to its academic programs the Centre is responsible for several auxiliary professional development and non-credit programs including the Praxis Film Development Workshop, the Centre for Image/Sound Research and the Summer Institute. The Centre is also responsible for the Simon Fraser Theatre and a public events program. There are 23 full-time faculty and a number of part-time instructors.

Candidates should have qualifications appropriate to a senior faculty position. Experience in the arts and administrative credentials are essential.

The appointment is for a term of five years, commencing September, 1989.

Applications and nominations will be accepted until April 1, 1989, and should be sent to:



Dr. R.C. Brown, Dean
Faculty of Arts
Simon Fraser University
Burnaby, B.C.
V5A 1S6

TRENT UNIVERSITY VICE-PRESIDENT (UNIVERSITY SERVICES)

Trent University invites applications for the position of Vice-President (University Services). This appointment will take effect on August 1, 1989 for a five-year renewable term.

The Vice-President (University Services) reports to the President and has responsibility for the University's Library, residential Colleges, student services, athletics, computer services and campus planning including construction and renovations. As a member of the President's team, there is also involvement in the breadth of university policy-making.

Trent has begun its first major program of additions and alterations to its physical facilities in twenty years, and candidates, in addition to broad experience in university administration and academic life, should have demonstrable sensitivity to both user needs and Trent's tradition of architectural significance. The successful candidate will have the ability to work and interact effectively with faculty, students and staff of the University.

Applicants should reply in confidence, including a curriculum vitae and the names of three referees, by March 30, 1989 to:



N.E. Smith
University Secretary
Trent University
Peterborough, Ontario
K9J 7B8

Trent University offers equal employment opportunities to qualified applicants and in accordance with Canadian immigration policy directs this advertisement to Canadian citizens and permanent residents.



THE TORONTO HOSPITAL

OTOLARYNGOLOGIST-IN-CHIEF

In 1986 the Toronto General Hospital merged with the Toronto Western Hospital to become The Toronto Hospital, a 1,660 bed major teaching facility affiliated with the University of Toronto.

As the merged corporation enters a new phase of its development, The Toronto Hospital is seeking an Otolaryngologist-in-Chief to undertake responsibility for the services provided at both sites and the successful amalgamation of the two departments. The position includes appointment to the University of Toronto Department of Otolaryngology with appropriate academic rank depending on qualifications.

Candidates should possess a previous record of demonstrated clinical, administrative and academic expertise. Individuals must have, or be eligible for, an Ontario medical licence.

Date of appointment open; deadline for receipt of applications March 31, 1989.

Interested applicants are invited to send detailed resume to:

Chairman, Search Committee, Otolaryngology
Office of the President
The Toronto Hospital
585 University Avenue
Toronto, Ontario
M5G 2C4

In accordance with Canadian immigration requirements, this advertisement is directed first, but not solely, to Canadian citizens and permanent residents.

WESTMINSTER INSTITUTE FOR ETHICS AND HUMAN VALUES

SENIOR RESEARCH ASSOCIATE - ASSISTANT DIRECTOR

A Senior Research Associate (Applied Ethics) - Assistant Director appointment will be made at Westminster Institute for Ethics and Human Values, London (Ontario), effective July 1, 1989.

Qualifications: Ph.D. in Philosophy (publications, demonstrated research and teaching ability, ten years' experience desirable); administrative experience (three years). Responsibilities include: (1) scholarly productivity and creative research (project initiation, writing grant proposals, conduct of proposed inquiry, management of grants), teaching in the Philosophy Department or the Health Sciences Faculties of the University of Western Ontario (one course maximum), participation in professional programs, limited activity in consultation, personal research, public information and public education; (2) certain shared administrative duties. Three year contract, renewable, one month vacation annually; pension, health and life insurance benefit package; salary commensurate with qualifications and experience, presuming budgetary approval. Jointly established in 1979 by Westminster College and The University of Western Ontario, the Institute engages in interdisciplinary research and public education concerning ethical, social, legal, theological and philosophical dimensions of human life and institutions. During the past five years the Institute's research has focussed on bioethics, values and the law, business and professional ethics, environmental ethics and ethical aspects of population. Closing date for applications: April 30, 1989. Send letter of application together with Curriculum Vitae and the names of three referees to Dr. Abbyann Lynch, Director, Westminster Institute for Ethics and Human Values, 361 Windeimeira Road, London, Ontario Canada, N6G 2K3.

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

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Le Centre de Recherche en Développement Humain et L'Ecole de Service Social

Le Centre de recherche en développement humain (CRDH) et l'Ecole de service social sollicitent des candidatures à un poste de professeur(e) agrégé(e). Ce poste peut mener à la permanence et débute le 1er juillet 1989. Les candidat(e)s doivent posséder une excellente maîtrise de l'anglais et du français ainsi qu'un doctorat dans une des disciplines suivantes:

- service social
- sociologie
- développement humain
- psychologie

Les personnes intéressées au bien-être des jeunes, à l'administration des services sociaux ou à la politique sociale et qui possèdent une bonne formation en conception de programmes de recherche et en l'analyse de données sont particulièrement encouragées à poser leur candidature. Une certaine expérience dans l'élaboration des projets de recherche est de préférence demandée. La candidate(s) choisi(e) exercera des fonctions au CRDH et à l'Ecole de service social. Le CRDH est une unité de recherche interdisciplinaire par lequel les facultés de sept disciplines académiques effectuent des recherches dans un grand nombre de domaines. La candidate(s) choisi(e) devra assumer un rôle important particulièrement dans la promotion de la recherche sur le bien-être de la jeunesse au Centre. Les principales fonctions au sein de l'Ecole de service social visent à contribuer au développement d'une maîtrise en service social qui a reçu l'approbation du Sénat de l'Université Laurentienne.

Le traitement sera déterminé selon les qualifications et l'expérience du candidat(e) choisi. Conformément aux exigences d'Immigration Canada, cette annonce s'adresse aux citoyens canadiens et aux résidents permanents. Les intéressés sont priés d'envoyer leur lettre de candidature, leur curriculum vitae ainsi que les noms de trois répondants à Richard Carrière, Ecole de service social.

Les candidatures de femmes sont particulièrement bienvenues.

Laurentian University  **Université Laurentienne**

Sudbury Ontario Canada P3E 2C6. (705) 675-1151

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Edited versions of Supreme Court of Canada decisions on the Charter of Rights and other constitutional issues are available for course use or individual subscriptions. These include:

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Sunday Closing.....	R. v. Big M Drug Mart Ltd.
Separate School Funding.....	Edwards Books and Art Ltd. v. R. (Re R. 81/30)
Federalism/"National Dimensions" Doctrine.....	Crown Zellerbach v. The Queen

For a free sample and more information on more than 50 decisions, write or call Ann Griffiths, Managing Editor Leading Decisions at (403) 220-3869; Research Unit for Socio-Legal Studies, Faculty of Social Sciences S5756, The University of Calgary, Calgary, Alberta T2N 1N4.



FACULTY OF FINE ARTS DEPARTMENT OF MUSIC

A tenure track appointment in teaching and conducting to commence July 1, 1989. If the appointment cannot be made at this time, the Department will consider a one-year contractually-limited appointment effective July 1, 1989 to June 30, 1990. Salary and rank commensurate with qualifications and experience.

Primary responsibilities include conducting large ensembles and teaching in a performance program with an emphasis on 20th century music. Duties may include teaching musicianship and/or music theory at all undergraduate levels. The successful candidate will be expected to participate in departmental administrative duties and to contribute to the creative and scholarly goals of the department.

Preferred candidates will have a PhD or DMA or equivalent in professional experience, college and/or university teaching experience, and a growing professional reputation as a conductor and/or strings or winds performer with a significant commitment to 20th century repertoire.

Applications with curriculum vitae and names, addresses and telephone numbers of three referees should be sent to:

Chair of the Search Committee
Department of Music
043 McLaughlin College
York University
North York, Ontario M3J 1P3.

Deadline for applications is May 15, 1989.

York University is implementing a policy of employment equity. Qualified women and men are invited to apply. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Position is subject to budgetary approval.

Editor

Subject to Athabasca University Governing Council Approval

Athabasca University, located 150 kilometres north of Edmonton, is seeking applications for a Course Materials Editor in the Faculty of Arts or Sciences for substantive and copy editing of home-study instructional materials.

Qualifications: Bachelor's degree in Arts or Sciences, Professional editing and writing background, with a minimum of four years editing experience. The successful candidate will be responsible for copy editing on schedule, electronic editing or desk top publishing experience an asset.

Salary: \$39,240 to \$45,737 per annum supplemented by a generous benefits package.

Please submit resume and names of three references by March 31, 1989 to: Diane Ellefson, Human Resources, Athabasca University, Box 10,000, Athabasca, Alberta T0G 2R0.

Athabasca University 



Département de génie mécanique ASSOCIÉ(E) DE RECHERCHE

FONCTION:

Le Département de génie mécanique de l'École Polytechnique sollicite des candidatures pour un poste d'associé(e) de recherche pour participer à l'élaboration et à la poursuite des travaux de recherche en aérodynamique instationnaire.

QUALIFICATIONS REQUISES:

- Être détenteur d'un Ph.D. (ou l'équivalent) en mécanique des fluides;
- Posséder une expérience professionnelle dans les domaines de la turbulence atmosphérique et de l'aérodynamique instationnaire.

Priorité sera accordée aux candidat(e)s canadiens et immigrants reçus.

DATE D'ENTRÉE EN FONCTION:

Mai 1989.

SALAIRE ET CONDITIONS:

Le salaire sera déterminé selon l'expérience et le taux en vigueur à l'École Polytechnique. Les personnes intéressées doivent faire parvenir leur curriculum vitae, au plus tard, le 15 avril 1989.

Directeur du département de génie mécanique
École Polytechnique
Campus de l'Université de Montréal
B.P. 6079 - Succ. A
Montréal (Québec) H3C 3A7

Nous offrons des chances d'emploi égales à tous!

JUNIOR INVESTIGATORS RESEARCH ASSOCIATESHIPS POSTDOCTORAL FELLOWSHIPS University of Ottawa Heart Institute

The newly established University of Ottawa Heart Institute Research Centre has openings for the above positions in the field of receptors, signal transduction, regulation of gene expression as well as the biochemistry of cardiac and connective tissue.

The centre offers excellent new physical facilities as well as the possibility of direct interaction with the clinical staff. In accordance with Canadian Immigration requirements, priority will be given to Junior Investigators and Research Associates who are Canadian citizens or landed immigrants in Canada.

Submit curriculum vitae, statement of research interests, and the names, addresses and telephone numbers of three references to:

Dr. Adolfo J. de Bold, Director of Research, University of Ottawa Heart Institute, 1053 Carling Avenue, Ottawa, Canada, K1Y 4E9.

SENIOR COLLEGE ADMINISTRATOR - STIKINE REGION, BC

This position reports to the Chief Executive Officer of Northern Lights College and offers the opportunity to administer three learning centres providing a broad spectrum of college services in the seven Stikine communities of Atlin, Lower Post, Good Hope Lake, Cassiar, Dease Lake, Telegraph Creek and Iskut.

Key functions of this position include developing local curricula, managing a budget including extra college funding and working with a team of senior administrators to plan overall college development.

The successful candidate will have outstanding communication skills and a high degree of energy and independence. Experience in community development utilizing adult education as a vehicle for vocational, academic and personal growth in smaller isolated communities would be a key asset.

The Stikine Administrator will reside in the area being served and enjoy the unique lifestyle of these unpopulated wilderness communities. Extensive and continuous travel over northern roads in winter conditions is required for this assignment.

Preferred qualifications include a university degree and teaching experience with administration in a post-secondary capacity.

The College will provide an in-depth orientation for the new Administrator.

Start date: Negotiable
Salary: Commensurate with responsibilities
Competition number: 89-002 A

The competition will remain open until a candidate suitable to the Selection Committee is found.

Submit applications to:

Northern Lights College
Personnel Services
11401 - 8th Street
Dawson Creek, BC
V1G 4G2



McGill

Applications are invited for the PHILIP FISHER CHAIR OF SOCIAL WORK

newly founded as a result of a generous endowment by the Southam Foundation. The person appointed will have an established research reputation in family studies and social work practice, and the post will be tenured at Full Professor level. The Philip Fisher Professor will be expected to be the first Director of the CENTRE FOR APPLIED FAMILY STUDIES, established by an endowment from the Southam Foundation and the Horvey bequest. The Centre will undertake research on issues concerning social work practice, social policy, and service provision in relation to families, develop new research-based forms of practice and engage in graduate training. The Director will have at his/her disposal substantial endowment funds for operating the Centre.

Further details from:

Professor Peter Leonard, Director
School of Social Work
McGill University
3506 University Street
Montreal, Quebec H3A 2A
CANADA

Applicants should send their curriculum vitae, the names of three referees and a covering letter explaining research interests to:

Dr. Gordon MacLachlan, Dean
Faculty of Graduate Studies and Research
McGill University
853 Sherbrooke Street West
Montreal, Quebec H3A 2T6
CANADA

In accordance with Canadian Immigration regulations, this advertisement is directed, in the first instance, to Canadian citizens or permanent residents.

A CALL FOR PAPERS

The Third Interuniversity Seminar on Peace Education invites all interested Canadian academics to submit papers in their specialty. The seminar is to be held June 2, 1989 at Laval University, Quebec City, Quebec, Canada. It will meet in conjunction with the meetings of the Learned Societies to be held in Quebec City, June 1989. Suggestions for papers should be submitted as soon as possible to:

William Klassen
Peace and Conflict Studies
15 King's College Circle
University of Toronto
Toronto, Ontario
M5S 1A1
CANADA
(416) 978-8698

LAWYERS' CONFERENCE

HARBOR CASTLE WESTIN, TORONTO

Friday evening April 14 to Sunday noon April 16, 1989

The CAUT Collective Bargaining Cooperative is holding a conference for lawyers who work for faculty at the local, provincial and national level. The purpose of the conference is to exchange information and ideas about legal problems that pertain to faculty.

There will be a maximum of 30 places at this conference in order to ensure that there can be a real dialogue between the lawyers. Five places will be held for non-lawyers who have represented faculty associations in arbitrations or before labour relations boards. If fewer than 25 lawyers register, the extra spaces will be allocated to the above-mentioned non-lawyers. These places will be allocated on a first come, first served basis.

Some of the topics that will be discussed are: The Charter of Rights, equality issues relating to women academics, administrative law, back to work legislation, diseases and related problems, collective agreement administration.

There is no registration fee for members of the Cooperative. The fee for non-members is \$400. For more information, please contact Hélène Bibeault at the CAUT office:

294 Albert Street, Suite 308
Ottawa, Ontario
K1P 6E6
telephone: (613) 237-6885

CONFERENCE DES
AVOCATS(ES)HARBOR CASTLE
WESTIN, TORONTO

du vendredi 14 avril en soirée,
au dimanche 16 avril 1989 à
midi.

La Coopérative de négociation collective de l'ACPU tiendra une conférence pour les avocats(es) travaillant pour les professeurs d'université aux niveaux local, provincial et national. Cette conférence a pour but de susciter un échange d'informations et d'idées concernant les problèmes d'ordre juridique qui touchent les professeurs d'université.

Il y aura un maximum de 30 places à la conférence, afin de susciter un véritable échange d'idées entre les avocats(es). On gardera cinq places pour les non-avocats(es) qui ont représenté des associations de professeurs en arbitrage ou devant des commissions des relations du travail. Advenant que moins de 25 avocats(es) ne s'inscrivent, les places libres seront cédées aux non-avocats(es) mentionnés(ées) plus haut. L'attribution des places se fera suivant la formule "premiers arrivés, premiers servis".

Parmi les sujets qui seront traités sont: La Charte des droits, les questions d'égalité relatives aux enseignants, le droit administratif, la législation sur le retour au travail, les maladies et les problèmes qui en découlent, l'administration de la convention collective.

Les membres de la Coopérative n'ont aucun frais d'inscription à déboursier. Les frais s'élèvent à 400 \$ pour les non-membres. Pour de plus amples renseignements, s'il-vous-plait communiquer avec Hélène Bibeault au bureau de l'ACPU:

294 rue Albert, suite 308
Ottawa, (Ontario)
K1P 6E6

téléphone: (613) 237-6885



THE HOSPITAL
FOR SICK CHILDREN

Laboratory Haematologist

In this newly-created position as Assistant Laboratory Haematologist, you will be expected to participate in all functions of the Haematology Diagnostic Laboratories and Blood Bank. Sound teaching skills as well as special interests in coagulation or blood transfusion medicine are definite assets as you will be required to establish and conduct independent research and development in either of these two areas.

It is expected that you will hold an appointment in the Faculty of Medicine, University of Toronto and must also be eligible to obtain a Fellowship of the Royal College of

Physicians and Surgeons of Canada and for licensure in Ontario.

In accordance with immigration regulations, priority will be given to Canadian citizens and permanent residents of Canada. Qualified and interested individuals should submit a letter of application, curriculum vitae and the names and addresses of three referees, quoting reference # D006B, before March 30, 1989 to: Dr. A. Zipursky, Chairman Search Committee, Laboratory Haematologist, The Hospital for Sick Children, 555 University Avenue, Toronto, Ontario M5G 1X8

Centre for Constitutional Studies
University of Alberta

presents
The Second National Conference
on Constitutional Affairs:

Centre d'études constitutionnelles
Université de l'Alberta

présente

La Deuxième Conférence Nationale
Sur Les Affaires Constitutionnelles

Language and the State:
The Law and Politics of Identity

Langue et Etat:
Droit, Politique et Identité

Hilton International, Edmonton
April 27-29, 1989 le 27-29 avril, 1989

Topics include:

Can a Community Have Rights?
Towards a Theory of Language Rights
Historical Development of Language Policy in Canada
Language Rights: Recent Constitutional Developments
Multilingual Societies: Structures and Strategies
Linguistic Minorities: International and Domestic Experiences
Language and Culture
Constitutional Claims for Other Linguistic Groups
Language, Culture and Education
Meech Lake Accord

For further information please contact:

Christine Urquhart
4th Floor Law Centre, University of Alberta
Edmonton, Alberta T6G 2H5
Tel.: (403) 492-5681 FAX: (403) 492-4924

Sujets couverts:

Une communauté peut-elle avoir des droits?
Vers une théorie des droits linguistiques
Développement historique d'une politique linguistique au Canada
Droits linguistiques: Récents développements constitutionnels
Sociétés multilingues: structures et stratégies
Minorités linguistiques: Expériences internationales et canadiennes
Langue et culture
Les revendications constitutionnelles des autres groupes linguistiques
Langue, éducation et culture
L'accord du Lac Meech

Pour obtenir plus de détails communiquez avec:

McMASTER UNIVERSITY
ASSISTANT PROFESSOR
DEPARTMENT OF ENGI-
NEERING PHYSICS
In association with
CENTRE FOR ELEC-
TROPHOTONIC MATERIALS
AND DEVICES

A faculty position is available for studies in the area of materials research associated with Optoelectronic devices. The position is made available through funding by the Ontario Centre for Materials Research. Facilities available within the Centre for Electrophotonic Materials and Devices include gas source MBE, processing facilities, photolithography and a variety of analytical techniques. Candidates must hold a Ph.D. degree and should have several years of relevant experience and will be expected to carry some teaching duties in the Department of Engineering Physics. The initial appointment will be contractually limited to three years. Expected start date: July 1, 1989. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Closing date for receipt of applications for this competition will be April 30, 1989. Please supply names and addresses of three referees when applying to: Dr. C.A. Thompson, Director, Centre for Electrophotonic Materials and Devices, McMaster University, Hamilton, Ontario, L8S 4M1.

Positions available for permanent residents

ACCOUNTING

BROCK UNIVERSITY. School of Administrative Studies. Tenure track positions are available in the Department of Accounting and Finance for faculty with interests in Financial and Managerial Accounting, Taxation, Auditing and Information Systems. Currently the School offers an Accounting Major option within its Honors Bachelor of Administrative Studies Program. Within this program, approximately 25 students are enrolled in a Co-Work Study Program accredited by the Institute of Chartered Accountants of Ontario. In the Fall of 1989, a new degree program, leading to a Bachelor of Accounting degree, will be inaugurated. The program will integrate four years of study in accounting with a complement of business, social science, mathematics and humanities courses. Brock University, with more than 5,000 full-time students, is located in the heart of the Niagara Peninsula in St. Catharines, Ontario. The University offers excellent lifestyle options and is proximate to major business centres. Candidates with a Ph.D. in hand or progress who are interested in both teaching and research are invited to apply. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. An application, including a curriculum vitae and the names of three referees, should be submitted to T. Barnes, Department of Accounting and Finance, School of Administrative Studies, Brock University, St. Catharines, Ontario L2S 3A1.

UNIVERSITY OF WATERLOO. Business Administration. Accounting. Applications are invited for faculty positions from those with teaching and research interests in (i) financial accounting, (ii) finance, (iii) information systems, (iv) auditing, (v) taxation. Ph.D. or equivalent. Salary will depend on qualifications. Appointments effective July 1, 1989 or by arrangement. Appointments available until positions filled. Send resumes to Dr. J.R. Hamel, Director, School of Accounting, University of Waterloo, Waterloo, Ontario, N2L 3G1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The availability of these positions is subject to budgetary approval. It is the intention of the University of Waterloo to fill its vacancies with recent

Ph.D. graduates appointed as Assistant Professors wherever possible. Applications from women candidates are particularly welcome. An Employment Equity Employer.

ADMINISTRATIVE STUDIES

YORK UNIVERSITY. Atkinson College. Department of Administrative Studies. Applications are invited for full-time teaching positions in accounting, finance, health administration and real estate planning. For the areas of accounting and finance, applications from those with expertise in tax, personal financial planning, financial intermediation, insurance, real estate and the general area of financial accounting will be welcome. Qualifications required are completion, or near completion, of a Ph.D. or, for accounting positions, professional designation and master's degree. Rank, tenure status and starting dates are open. Visiting limited term positions are also considered. Teaching duties will be primarily with part-time adult undergraduates. York University is implementing a policy of employment equity. Qualified women and men are invited to apply. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Send applications, including c.v., and names of three referees by April 15, 1989, to: Professor K. P. Evans, Department of Administrative Studies, Atkinson College, York University, North York, Ontario, M2J 1P3.

AGRICULTURAL ECONOMICS

UNIVERSITY OF SASKATCHEWAN. Farm Business Management. Title of Position: Agricultural Economics and Farm Business Management-Tenure Track. Location: Department of Agricultural Economics, University of Saskatchewan, Saskatoon, Saskatchewan, Canada. Qualifications: The position requires a Ph.D. in agricultural economics, agribusiness, or economics. Eligibility for membership in the Saskatchewan Institute of Agrobiologists is also required. Major Responsibilities: 1. Teach in the area of agricultural finance, farm management and production economics. The classes will be at the vocational, undergraduate and graduate levels. 2. Develop and conduct a program of scholarly work in the area of farm business management. The individual will be expected to work with farmers, private

business and governments. Graduate thesis supervisor will be part of his research program. Rank and Salary: Rank and Salary to be negotiated. Closing Date: March 30, 1989. Application: Interested candidates should apply with detailed curriculum vitae, references, names and addresses of three referees to: Head, Dept. of Agricultural Economics, University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0W0.

ANIMAL SCIENCE

MACDONALD COLLEGE OF MCGILL UNIVERSITY. Research Assistant needed to coordinate, execute and monitor research projects. Most projects deal with local dairy producers and cows in testing the safety and efficacy of new products. Some other projects are conducted and executed at our university herd. A small portion of the projects (10%) are related to cooperative research grants that we have received from the Canadian International Development Agency (CIDA) with universities in Latin America. Most of the work related to CIDA is conducted in Canada but may also involve up to 2 weeks in the foreign country per year. Qualifications include a degree in Veterinary Medicine; a Master's degree in Animal Science with a specialty in reproductive physiology; skills in statistical analysis; data base management systems; fluency in spoken and written French or English with a working knowledge of the second language; and a demonstrated knowledge of Spanish is preferable. Preference will be given to applicants with at least one year of postgraduate experience. Term of employment is full time for a minimum of three (3) years, commencing in June 1989. Salary will be commensurate with experience and training (\$20,000-\$25,000 per year). Send curriculum vitae and three letters of reference to: Dr. Elsie Block, Department of Animal Science, Macdonald College of McGill University, 211 Lakeshore Road, Ste. Anne de Bellevue, Quebec, H9X 1C0, Canada. In accordance with Canadian immigration requirements this advertisement is directed to Canadian citizens and permanent residents of Canada.

ANTHROPOLOGY

UNIVERSITY OF PRINCE EDWARD ISLAND. Department of Sociology and Anthropology. Subject to budgetary approval, applications are invited for a nine-month term position in cultural anthropology for the 1989-90 academic year, at the rank of Lecturer or Assistant Professor. The candidate should have a Ph.D. in anthropology and be prepared to teach the following courses: introductory anthropology, social organization, folklore, ethnography and field methods, and an area course. The salary is commensurate with qualifications and experience. Application, including a curriculum vitae and names of three referees, should be sent to: Dr. Allan Macdonald, Chairperson, Department of Sociology and Anthropology, University of Prince Edward Island, Charlottetown, P.E.I. C1A 4P3. The effective date of appointment is August 15, 1989. The closing date for receipt of applications is May 1, 1989. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

UNIVERSITY OF WINDSOR.

Applications are invited for a tenure track position at the assistant level. Reflecting the multidisciplinary nature of the Department, preference will be given to a candidate qualified to teach in social anthropology and/or either sociology or criminology. A Ph.D. in social anthropology is desirable. Salary will be commensurate with qualifications and experience. In accordance with the Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University is committed to

equity in employment. Female candidates are especially encouraged to apply. Applications will be accepted until the position is filled. Each applicant should send a curriculum vitae, copies of relevant publications and three letters of reference to: Dr. Max J. Hedley, Chair, Department of Sociology and Anthropology, University of Windsor, Windsor, Ontario, N9B 3P4.

APPLIED SOCIAL SCIENCE

CONCORDIA UNIVERSITY. Department of Applied Social Science, invites applications for one sabbatical replacement appointment from August 1, 1989 to May 31, 1990 at the rank of Assistant Professor. The maximum annual salary will not exceed \$32,000. The Department is seeking a person with competence in experiential teaching, whose area of expertise is personal and/or systems change, at the individual, group, community or organizational level. Current practitioner experience is essential. Undergraduate teaching. The Department of Applied Social Science emphasizes practice based teaching and learning, in an atmosphere of innovation. Adult learners make up over half of the student body. The Department offers courses in interpersonal relations; counselling; small group development; sexuality; reproductive physiology; health and intervention; action research; social and organizational change. In accordance with the Canadian Immigration requirements, preference will be given to Canadian citizens and permanent residents. Application should include a curriculum vitae and three letters of reference by March 31, 1989 to: Dr. Charles Guzman, Department of Applied Social Science, Sir George Williams Campus, Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, Quebec, H3G 1M8.

ART HISTORY

UNIVERSITY OF ALBERTA. History of Art and Design. The Department of Art and Design of the University of Alberta invites applications for two seasonal lecture positions from September 1, 1989 to April 30, 1990. Responsibilities: teaching six half-courses at the undergraduate level. Introduction to the history of art; history of the Renaissance, the 19th and 20th centuries; and possibly the history of design. The successful applicant must have related teaching experience and an interest in the history of art. A Ph.D. is preferred. Salary: \$20,000 - \$23,000 plus 4% vacation allowance. Interested applicants should send a curriculum vitae and addresses of three referees, and a state-ment of teaching and research interests to: Dr. Charles Guzman, Department of Art and Design, 3-98 Fine Arts Building, University of Alberta, Edmonton, Alberta T6G 2G4. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications should be received by April 1, 1989. The University of Alberta is committed to the principle of equity in employment.

UNIVERSITY OF GUELPH.

The Department of Fine Art, University of Guelph invites applications for a tenure track position at the Assistant Professor level, effective July 1, 1989. The major responsibilities for teaching, research, and publication are expected to be within the fields of Canadian and Medieval Art. Additional expertise in any of the following areas would be an advantage: Art Theory and Criticism, Nineteenth Century Art, and Art of Great Britain and the Commonwealth. A Ph.D. university level teaching expertise, and a substantial record of professional activity and publication are expected. Enthusiasm for working in a department of active scholars and artists who are committed to an integrated program of study in art history and studio is required. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and

permanent residents. Appointment subject to budgetary approval. With a deadline of March 15, 1989, applications should include a curriculum vitae and samples of publications as well as arrange for three letters of reference to be sent to: Professor R. Shuebrook, Chair, Department of Fine Art, University of Guelph, Guelph, Ontario, N1G 2W1. The University of Guelph is committed to Employment Equity.

ART THERAPY

CONCORDIA UNIVERSITY. Assistant Professor in Art Therapy. The Department of Art Education and Art Therapy, Concordia University, seeks a full time (tenure track appointment, or limited term appointment), (subject to funding) at the Lecturer or Assistant Professor rank. The appointee will be required to teach in Graduate programmes in Art Therapy at the Diploma and M.A. levels, supervise M.A. theses, and assist in administrative matters. The appointee must hold Registration as an A.T.R. (Canadian Art Therapist) or equivalent, and must have experience in university teaching in Art Therapy. The candidate must have substantial clinical experience in working with a variety of client populations. Bilingualism (English/French) is an asset. Unqualified candidates must be prepared to acquire fluency in both languages. The candidate must be able to demonstrate competence in written communications, and conference presentations, etc. Rank and salary will be commensurate with experience and training. The application must be accompanied by a complete Curriculum Vitae and the names of three persons who would be prepared to serve as referees. Deadline date for applications is March 31, 1989. Please address all applications to: Dr. David Pariser, Acting Chair, Department of Art Education and Art Therapy, University of Fine Arts, Concordia University, 1455 de Maisonneuve West, Montreal, Quebec, Canada H3G 1M8. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

CONCORDIA UNIVERSITY.

Associate Professor in Art Therapy. Concordia University, Faculty of Fine Arts, Department of Art Education and Art Therapy, seeks a full-time tenure track appointment in Art Therapy, at the Associate Professor level. The appointment will commence on the 1st of June, 1989. Concordia University offers a two-year graduate training program with a psychology major, leading to professional qualification in art therapy, within recommended guidelines for the profession. The position appointee will be required to teach courses in art therapy offered at the Diploma and M.A. levels and supervise the professional community. Applicants need to be suitably qualified in art therapy, with a Masters Degree, a record of research and publication in the field of art therapy, to have at least 10 years professional experience in art therapy, and to have taught and supervised art therapy students at the graduate level. The candidate should have strong administrative abilities. It is especially important that applicants have had substantial experience of their advising. The applicant must be a registered Art Therapist with professional qualifications and experience. All letters of application must be accompanied by a complete curriculum vitae and the names and addresses of three persons who would be prepared to serve as referees. Deadline for applications March 31, 1989. In accordance with Canadian immigration requirements, please address all inquiries and applications to: David Pariser, Acting Chair, Department of Art Education and Art Therapy, Concordia

University, 1455 de Maisonneuve West, Montreal, Quebec, H3G 1M8.

BIOCHEMISTRY

UNIVERSITY OF BRITISH COLUMBIA. Department of Biochemistry. Applications for a Research Associate position in the laboratory of Dr. P.R. Cullis are invited. The appointment will be made for 3 years in the first instance at an initial salary of \$30,000 p.a. This position is available July 1, 1989. Applicants should have a strong research background in membrane biophysics including postdoctoral experience and a good publication record. A background in NMR as applied to membrane systems is preferred. The position involves visa and 3 letters of reference to: Dr. P.R. Cullis, Biochemistry Department, University of British Columbia, Vancouver, B.C. V6T 1W5. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

CLINICAL RESEARCH INSTITUTE OF MONTREAL.

Immediate openings for (A) Postdoctoral (B) Research Associate. Qualifications: Training in Biochemistry or related discipline; recent Ph.D. for (A) and with 2-3 years postdoctoral experience for (B). Research involves metabolism and functions of carnitine. Experience with biochemical and molecular biological approaches would be helpful. Salary for position (A) \$20,655, for position (B) \$24,135. H750, Royal Victoria Hospital, 687 Pine Avenue West, Montreal, H3A 1A1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

ROYAL VICTORIA HOSPITAL.

Research Associate required immediately for popliteal metabolism laboratory. Activities to include performance of human skeletal turnover studies under medical supervision. Candidates should be familiar with the following techniques: density gradient ultracentrifugation, polyacrylamide gel electrophoresis, isoelectric focusing and HPLC. Qualifications to include PhD in Biochemistry or MD with appropriate research performance. Initial salary \$20,000 plus benefits. Funding guaranteed for 3 years. Address enquiries to: Dr. McPherson, Lab H750, Royal Victoria Hospital, 687 Pine Avenue West, Montreal H3A 1A1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

BIOLOGY

YORK UNIVERSITY. Faculty of Science. Department of Biology. Applications are invited for two positions: (1) Research Associate, to work on the molecular characterization of mutant mammalian genes. Required: M.Sc. or Ph.D. with experience in tissue culture cloning and sequencing. Knowledge of retrieval vectors, an asset. This position is for a period of three to five years. (2) Research Scientist, to work on a project involving the molecular characterization of the enzyme adenine phosphoribosyltransferase. Required: Ph.D. with experience in protein chemistry and recombinant DNA technology including cloning and sequencing, as well as the use of expression vectors. This position is for a period of three to five years. Send letters of application, with curriculum vitae and names of three referees to: John LePorte, Biology Department, York University, North York, Ont. M3J 1P3. York University is implementing a policy of employment equity. Qualified men and women are invited to apply. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

ACADIA UNIVERSITY.

The Department of Biology, Acadia University, invites applications for a two-year contractually limited position at the Assistant Professor level in Wildlife/Conservation Biology. Applicants should have a Ph.D., some

Advertising and censure

CAUT will not carry advertisements from censored universities. CAUT refuses ads from such universities because the Council explicitly recommends that members not take positions at universities which have been censured.

Publicité et Censure

L'ACPU refuse les annonces des universités frappées de la censure parce que le Conseil recommande explicitement aux membres de ne pas accepter de poste dans l'une de ces universités.

Caut/Crou Insurance

CAUT members are entitled to apply for these low-cost plans:

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For complete details, brochures, applications, premium costs, etc. mail the coupon to:

Pour obtenir des détails complets, brochures, formules d'adhésion, tableaux des primes, etc. postez le coupon à:

CAUT Insurance Trust, P.O. Box 3528, Station C, Ottawa, Canada K1Y 4G1.

Administrateur de l'Assurance de l'ACPU, C.P. 3528, succursale C, Ottawa, Canada K1Y 4G1.

Caut/Crou Insurance

Les membres de l'ACPU peuvent souscrire aux régimes suivants à prix modique:

1. ASSURANCE-VIE jusqu'à \$500,000.
2. ASSURANCE PERSONNELLE EN CAS D'ACCIDENT (\$150,000).
3. ASSURANCE-VIE POUR LA FAMILLE sur la vie du conjoint et des enfants des membres.
4. RÉGIME D'ASSURANCE EFFETS PROFESSIONNELS livres, ordinateurs, etc.

Please send me information outlining the CAUT Insurance Plans.

Veuillez, s'il vous plaît, me faire parvenir les renseignements complets sur les régimes d'assurance de l'ACPU.

Name/Nom

Address/Adresse

City/Ville

Province

Code

100

change to have three letters of recommendation sent to Prof. E. Virguliti, Chair, Department of French, Italian and Spanish, Brock University, St. Catharines, Ontario L2S 3A1. Closing date for the receipt of applications is March 30, 1989. In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents. English

sessional appointment) at the assistant professor level commencing September 1989. Candidates are required to have a Ph.D. and teaching competency in one or more of the official languages is required for the teaching position. Areas of specialty are not specified but preference will be given to candidates who have strong research potential and can teach in one or more of the following areas: Methods and statistics; Family/Child studies; Statistics; Demography; Criminology and Social Work; and International Relations. Employment equity is an important consideration.

ty policy. In accordance with Canadian Immigration requirements, this advertisement is for Canadian citizens and permanent residents only. The names of C.V. and the names and addresses of three referees should be sent to: Michael Desroches, Dean of Social Science, York University, Sudbury, Ontario, P3E 2C6. Closing date: November 1, 1991. UNIVERSITÉ LAURENTIENNE, *Logique et Anthropologie*. Le département de sociologie et d'anthropologie recherche des candidats pour un poste de professeur probatoire et pour un poste de remplacement, aux rangs de professeur adjoint(e), commençant en septembre 1992. Les candidats doivent détenir un doctorat et être capable d'enseigner dans les deux langues officielles. Tous les domaines de spécialisation seront ouverts, mais la préférence sera accordée aux candidats qui témoignent d'un potentiel en recherche. Les candidats doivent enseigner dans l'un ou l'autre des domaines suivants: méthode et

THEATRE
YORK UNIVERSITY Faculty of Arts, Department of Theatre, Teaneck, New Jersey, is seeking a person in Acting and Directing. A full-time position is available commencing September 1, 1985 to May 3, 1986. The position is subject to budgetary approval. All applications should be sent to the University Salary and Rank Committee with experience and salary history. Deadlines should have the ability to teach in courses in acting and directing at an undergraduate level. A strong background in both areas is required. All approaches to the teaching of both acting and directing is required. The ability to teach and direct is required. The ability to teach and direct is required.

Preferred candidates will have a master's or doctoral degree in theatre experience and an advanced theatre degree or teaching experience. The successful candidate will also be expected to participate in departmental administrative responsibilities and to assist in the payment of scholarly costs of the department.

With curriculum vitae and the names of three references, please send your application by April 30, 1989 to: Professor Jay Henry, Department of Theatre, Faculty of Fine Arts, York University, North York, Ont. M3J 1P3, York University, Canada. All applications will be reviewed on an equal opportunity basis. Qualified women and men are encouraged to apply. In accordance with Canadian law, the University of Toronto and York University are equal opportunity employers. This advertisement is directed to Canadian citizens and permanent residents.

YORK UNIVERSITY Faculty of Fine Arts, Department of Theatre

POSITION IN Theatre Studies: A full-contractionally limited appointment at the Assistant Teaching Professor level, effective September 1, 1989 to May 31, 1991.

Position is subject to budgetary approval by the University. Candidates should not be currently employed by the University.

playwriting, theatre history, and research methodology at the undergraduate and graduate level. A strong background in Canadian theatre studies is required. Interested candidates will have an advanced degree in theatre studies as well as teaching experience at the post-secondary level. The successful candidate will be expected to participate in departmental administrative duties and to contribute to the creative and scholarly goals of the department. Applications with curriculum vitae and the names of three referees by April 30, 1989 to: Professor Jeff Henry, Chair, Department of Theatre, Faculty of Fine Arts, York University, 470 Keele Street, North York, Ontario M3J 1P3. This position is implementing a policy of employment equity. Qualified women and minorities are invited to apply. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian and

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Probationary (tenure-track) appointment. Background and Qualifications: Experience in teaching Curriculum and Instruction courses and supervising student teachers for K-12 (with special emphasis on elementary) in the field of Language Arts. Ability to offer professional development programs for teachers and to offer leadership in the development of Language Arts Education programs including language across the curriculum. Demonstrated teaching excellence at public schools and university levels and skill in curriculum and instructional development. Interest in research. Ability to teach undergraduate and graduate level courses. Doctorate or near completion. Salary: Commensurate with qualifications and experience. The appointment is expected to be made at the Assistant Professor level (salary range \$33,500 - \$40,000).

DRAMA EDUCATION

Probationary (tenure-track) appointment. Background and Qualifications: Experience in teaching Curriculum and Instruction courses and supervising student teachers at elementary and secondary levels in the field of Drama Education. Ability to offer professional development programs for teachers and to offer leadership in the development of the Drama Education program. Demonstrated teaching excellence at public schools and university levels and skill in curriculum and instructional development. Demonstrated commitment to research. Ability to teach undergraduate and graduate level courses. Doctorate or near completion. Salary: Commensurate with qualifications and experience. The appointment is expected to be made at the Assistant Professor level (salary range \$33,500 - \$40,000).

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Closing Date for applications: April 15, 1989
Effective Date for all appointments: July 1, 1989

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The University of Lethbridge Faculty of Arts and Science Academic Positions

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Assistant Professor; probationary (tenure-track) appointment. Qualifications: Ph.D. in Economics preferred in the field of Statistics and Econometrics. Responsibilities: The successful candidate will be expected to teach Statistics, Econometrics, and economics theory courses and to develop a successful research program. Applications, with a current curriculum vitae, and the names of three referees should be sent to: Dr. J. Allen, Chair, Department of Economics, The University of Lethbridge, 4401 University Drive, Lethbridge, Alberta T1K 3M4.

DEPARTMENT OF GEOGRAPHY

Assistant Professor; probationary (tenure-track) appointment in Geography/Cartography. Qualifications: Ph.D. or near completion. Responsibilities: The successful candidate will be expected to teach introductory and advanced cartography courses at the undergraduate level and develop courses in related fields of GIS or remote sensing and/or computer mapping. Applications, with a current curriculum vitae, and the names of three referees should be sent to: Dr. F. Jankunis, Chair, Department of Geography, The University of Lethbridge, 4401 University Drive, Lethbridge, Alberta T1K 3M4.

DEPARTMENT OF HISTORY

Assistant Professor; probationary (tenure-track) appointment. Qualifications: Ph.D. preferred. Specialization in History of Latin America or History of the Far East - with a strong secondary expertise in another region or in a developing field of History (e.g. Women's Studies, Urban History, Labour History). Responsibilities: The Department has a strong commitment to the teaching of undergraduate students, an important part of which includes participation in the team teaching of the introductory History course. The candidate should also be committed to Liberal Arts education. The main teaching load will be the candidate's principal fields of expertise. Research and publication will also be a normal part of his/her academic responsibilities. Applications, including a current curriculum vitae, and the names of three referees should be sent to: Dr. B. Shaw, Chair, Department of History, The University of Lethbridge, 4401 University Drive, Lethbridge, Alberta T1K 3M4.

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DEPARTMENT OF SOCIOLOGY

Assistant Professor; probationary (tenure-track) appointment. Qualifications: Ph.D. Applicants should have a strong commitment to both undergraduate teaching and research. Responsibilities: The area of specialization is open. Applications, with a curriculum vitae and the names of three referees should be sent to: Dr. G. Mann, Chair, Department of Sociology, The University of Lethbridge, 4401 University Drive, Lethbridge, Alberta T1K 3M4.

Closing Date for applications: April 1, 1989

Effective Date for all positions: July 1, 1989

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CAUT STATUS OF WOMEN SUPPLEMENT SUPPLÉMENT DU STATUT DE LA FEMME DE L'ACPU

INTRODUCTION

This is the third annual supplement prepared by the Status of Women Committee of the Canadian Association of University Teachers. The first presented an over-view of women in the universities; the second examined the impact of feminist scholarship on teaching and learning. In this issue we show how long standing patterns of sexism and gender harassment continue to operate in ways which ensure that women students and staff experience universities as less than completely hospitable places in which to study and work.

This situation exists despite the fact that today more than half of all undergraduate students are women and that the enrolment of females in graduate schools has grown to nearly the 40% mark. These statistics alone suggest that the education of women is now a central task of the universities and that the nature and quality of that education must be assessed for its appropriateness.

In addition, as a result of the Federal Contractors Programme and pay equity legislation, universities have had to give some consideration to the remarkable under-representation of women in the professoriate. Unfortunately, however, most institutions have begun to evaluate their policies and practices in fairly narrow technical and legalistic ways and have paid scant attention to the overall campus "climate" or work environment.

The articles in this supplement are intended to contribute to the discussion about the subtle and not so subtle ways in which women are denied support or made to feel excluded or marginalized in the university setting. For

example, Jane Gordon reviews several recently published books which deal with the difficulties women face as they attempt to establish themselves as serious scholars. These difficulties take several forms whether in the curriculum where women's research and writing are ignored or not taken seriously, in pedagogical styles and practices which exclude or devalue women or in general support systems which fail to recognize the particular needs of women or which simply do not exist. Those women who actually manage to enter the profession continue to experience their "otherness", continue to suffer the consequences of being "outsiders" - a theme that is taken up in Linda Briskin's essay.

Fleurette Osborne raises issues which have been too little discussed and rarely confronted in the university community. She points out that few women of colour are students at universities and even fewer are faculty members, and thus "no one pays much attention to their experiences, their needs or concerns". She argues that the double oppression of racism and sexism must be understood if we are to

combat the particular nature and forms of gender and sexual harassment directed at women of colour.

Jeri Dawn Wine deals with the double oppression lesbian women find in the academy. She shows how heterosexism and homophobia create a poisoned work environment for lesbians and concludes by suggesting a number of specific policy changes which would create a better teaching and learning climate.

In fact, while all the contributions to this supplement detail the many ways in which their campus climate is a chilly one for women, they also discuss, either implicitly or explicitly, a variety of strategies for change. Briskin, for example, explains her vision of what the university might be and suggests some ways in which we can work towards transforming the academy.

The Status of Women Committee itself continues to work on a number of fronts. Included in this supplement you will find a draft policy statement on gender harassment which we ask you to evaluate. The statement will be revised and strengthened on the basis of your comments and then forwarded to the CAUT Council. If it is approved at that level, it will become a formal policy of the Association.

Members of the Status of Women Committee are currently planning the next fall workshop which will be held in Winnipeg October 13-14-15, 1989. The theme of the

workshop is "Achieving Equity" and we intend that sessions focus on practical and implementable solutions. Suggestions for speakers or sessions would be most welcome.

In conclusion, I would like to thank the many people who contributed articles, ideas and effort to this supplement on gender harassment. It is through our collective actions that the supplement was produced.

It is important, too, that we recognize the women who wanted to write about their lives in the universities but who had learned through painful experiences of sexism, racism and homophobia that they would be punished for speaking out. Their fears, grounded in the concrete realities of their lives, serve as a harsh reminder that we are not discussing some abstract concept when we talk of gender harassment. The university is not yet a community of scholars.

Rebecca Priegert Coulter
Co-ordinator, SWC
Special Supplement



Rebecca Priegert Coulter

INTRODUCTION

Le présent numéro est le troisième supplément annuel préparé par le Comité du statut de la femme de l'Association canadienne des professeurs d'université. Le premier présentait les grandes lignes de la vie des femmes universitaires tandis que le second examinait l'impact de l'enseignement féministe sur la pédagogie et l'apprentissage. Dans le présent numéro, nous exposons comment les modèles de sexisme et de harcèlement depuis longtemps enracinés continuent à fonctionner de manière à ce que les étudiantes et les membres féminins du personnel perçoivent l'université comme un endroit d'étude et de travail qui est le moins hospitalier possible.

Cette situation existe malgré le fait que plus de la moitié des étudiants de premier cycle sont en ce moment des femmes et que le nombre d'inscriptions de femmes dans des programmes de deuxième cycle atteint près de 40%. Ces statistiques à elles seules montrent que l'éducation des femmes est maintenant un rôle important des universités et que la nature et la qualité de cette éducation doit être traitée de manière appropriée.

En outre, les universités ont dû se pencher sur la question de la remarquable sous-représentation des femmes au sein du corps professoral, suite au programme des contrats fédéraux et à la législation sur l'équité en matière d'emploi. Malheureusement, la plupart des institutions ont toutefois commencé à évaluer leurs politiques et pratiques de manière assez étroitement technique et légale mais ont porté peu d'attention au "climat" général du campus ou à l'atmosphère de travail.

Les articles du présent supplément désirent apporter une contribution à la discussion sur les façons plus ou moins subtiles dont on refuse le soutien aux femmes ou qu'on les pousse à se sentir exclues ou marginales au sein des structures universitaires. Par exemple, Madame Jane Gordon passe en revue les livres publiés récemment qui traitent des difficultés auxquelles les femmes font face dans le

bout d'essayer de se faire un nom en tant qu'universitaires sérieuses. Ces difficultés prennent diverses formes, qu'il s'agisse de cours où l'on ignore ou l'on ne prend pas au sérieux les femmes, des styles et pratiques pédagogiques qui excluent ou déprécient les femmes ou du réseau d'aide qui ne reconnaît pas les besoins particuliers des femmes ou qui n'y répondent pas. Les femmes qui réussissent à entrer dans la profession continuent à se sentir "l'autre", à subir les conséquences d'être "étrangères", thème que reprend l'essai de Madame Linda Briskin.

Madame Fleurette Osborne soulève des questions dont on discute et traite rarement au sein de la communauté universitaire. Elle fait remarquer que peu de femmes de couleur s'inscrivent à l'université et encore moins deviennent professeurs. En conséquence, "personne ne s'occupe trop de leur vécu, de leurs besoins ou de leurs préoccupations." Elle soutient qu'on doit comprendre la double oppression du racisme et du sexisme si nous devons combattre la nature et les formes de harcèlement envers un sexe dirigés contre les femmes de couleur.

Madame Jeri Dawn Wine aborde le sujet de la double oppression que les lesbiennes trouvent à l'université. Elle montre comment l'hétérosexisme et l'homophobie créent une atmosphère de travail empoisonnée pour les

lesbiennes et conclut en proposant un nombre de changements spécifiques aux politiques qui créeraient un meilleur climat d'enseignement et d'apprentissage.

En fait, bien que les articles du présent

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marginales au sein des
structures universitaires.**

supplément expliquent les manières dont le climat du campus est froid pour les femmes, ils traitent également, implicitement ou explicitement, d'une gamme de stratégies de changement. Par exemple, Madame Briskin explique sa théorie de ce que l'université pourrait être et suggère quelques moyens que nous pourrions prendre pour la transformer.

Le Comité du statut de la femme continue à travailler sur plusieurs fronts. Vous trouverez dans le présent supplément une ébauche d'énoncé de principes en matière de discrimination fondée sur le sexe "gender harassment" que nous vous demandons d'évaluer. Cet énoncé sera révisé d'après vos commentaires

pour être ensuite présenté au Conseil de l'ACPU. S'il est approuvé à ce niveau, il deviendra politique formelle de l'Association.

Les membres du Comité du statut de la femme planifient actuellement l'atelier de l'automne prochain qui se tiendra les 13-14-15 octobre à Winnipeg. Le thème de l'atelier sera "Atteindre l'équité" et nous prévoyons que les séances se concentreront sur les solutions pratiques et pouvant être mises en application. Les suggestions de conférencières ou de sujets d'ateliers seraient appréciées.

En conclusion, je désire remercier les personnes qui ont fourni articles, idées et effort pour le présent supplément sur la discrimination fondée sur le sexe "gender harassment". C'est par notre action collective qu'il a été produit.

En outre, il est important de rendre hommage aux femmes qui ont accepté d'écrire sur leurs vies à l'université mais qui ont appris par cruelle expérience de sexisme, racisme et d'homophobie qu'elles seraient punies si elles osaient parler. Leurs craintes, fondées sur les réalités concrètes de leurs vies, servent de rappel que nous ne sommes pas en train de discuter de concepts abstraits lorsque nous parlons de discrimination fondée sur le sexe "gender harassment". L'université n'est pas encore une communauté d'universitaires.

Rebecca Priegert Coulter
Coordonnatrice, Supplément
spécial du CSF

EXPERIENCING ACADEMIC LIFE:

A Review essay

by Jane Gordon

BOOKS REVIEWED:

•Aisenberg, Nadya and Mona Harrington, **WOMEN OF ACADEME, OUTSIDERS IN THE SACRED GROVE**, University of Massachusetts Press, Amherst, 1988.

•Dagg, Anne Innis and Patricia J. Thompson, **MISEDUCATION: WOMEN AND CANADIAN UNIVERSITIES**, Ontario Institute for Studies in Education, Toronto, 1988.

•Theodore, Athena, **THE CAMPUS TROUBLEMAKERS: ACADEMIC WOMEN IN PROTEST**, Cap and Gown Press, Houston, 1986.

•Thibault, Gisele Marie, **THE DISSENTING FEMINIST ACADEMY, A HISTORY OF THE BARRIERS TO FEMINIST SCHOLARSHIP**, Peter Lang, New York, 1987.

•Tomlin, Winifred and Gordon Hamilton, **GENDER BIAS IN SCHOLARSHIP, THE PERVERSIVE PREJUDICE**, Calgary Institute for the Humanities/ Wilfrid Laurier University Press, Waterloo, 1988.

Reading these books is both painful and an affirmation: painful because they bring to mind my (and other women's) personal, stressful and discriminatory experiences of academic life, an affirmation because they provide a context to understand that experience. The list of books reviewed is long, but, reading them is important for understanding why women's participation in universities has been described as revolutionary. I particularly urge those who would not describe themselves as supporters of affirmative action programs to read these books. After that, the strong advocacy of the Status of Women Committee and other academic feminists, for policies and programs eliminating sexual and gender harassment, and supporting new initiatives in hiring practices, pay equity, and evaluation for promotion and tenure both within and outside CAUT will be easier to appreciate.

The books have two distinct foci: the experiences of women in academia and development of feminist scholarship. Though the two are linked, they are not identical. The experiences women academics face include the same structural barriers whether they are in conventional disciplines, doing mainstream research, or in women's academic ghettoes, old (nursing, home economics) or new (women's studies), working on topics of special concern or interest to women. The descriptions of experiences are probably of more general interest and I will comment on these books first.

Dagg and Thompson **MISEDUCATION: WOMEN AND CANADIAN UNIVERSITIES** and Theodore **THE CAMPUS TROUBLEMAKERS** focus on what happens to women at universities in Canada and the United States. Dagg and Thompson cover the whole spectrum of women's participation: students, faculty, administration and support staff, and concerns: sexual harassment, supportive services (women's centres, childcare, recreational activities etc.). They do not start out neutral but with the intent of eliminating sexism in higher education, convinced that sexual discrimination is a powerful force on campus. The authors build their case through a discussion of the overt discrimination women face as students in different disciplines. Examples are given of horror stories in each area covered. While I know at the gut level that these anecdotes are true, my academic training suggests that Dagg and Thompson needed to be more systematic in their examination. Herein lies the dilemma for many of us. As scholars we are rigorously trained in methodologies appropriate to our discipline. As ordinary people we are outraged at what happens to and individual. The **CAUT Bulletin** publication of Sheila McIntyre's experiences as a feminist law professor elicited more letters than any other story covered in recent years. As feminists the link between the personal and the political is clear. As authors and as readers we feel torn between the need to be "scientific" and the conviction that one story of discrimination

is one too many.

This is not a long nor scholarly book and is based on a variety of sources including campus visits, interviews, and an examination of selected relevant newspapers. Dagg and Thompson's book is introductory and useful for people who know little about women in universities. For those already familiar with the situation, the book is a re-statement of what is already known. Nonetheless there is a place for this book: it is Canadian data, it is valuable as an introduction and it reminds us of the contradiction between the rhetoric and reality. Let us hope that Dagg and Thompson succeed in reaching an audience who know little about how academic life affects women.

Theodore, as a sociologist, recognizes the value of her discipline in being able to put unique individual cases in the underlying social structures and processes which create them. This she does very effectively in her book. It is probably no coincidence that the book is published by a small press located outside the mainstream of scholarly publishing. Theodore provides a hard-hitting account of the experiences of almost 500 academic women who protested discrimination in the work-place, including many who used the U.S. government legislation for redress. The accounts forcefully suggest that there is no victory for such women, only struggles with minor successes. The cost of winning, when it happens is so high that it takes a real commitment to redressing injustices to begin a challenge.

A major issue for these women is the question of how academic work is evaluated and the uniformity of standards across the institution. Many of the cases described arose out of unfavourable renewal, tenure or promotion decisions, of the kind addressed by the Academic Freedom and Tenure Committee within CAUT. It is discouraging to read in 1989 (on research conducted on cases until 1983) that "...discrimination occurs because they (women) are evaluated by different and harsher standards than are their male counterparts and as a result they suffer more adversely when it comes to hiring, promotion, tenure, and every other aspect of employment in which performance counts." (p.91) Theodore recounts the difficulty for women on locating accountability for inappropriate or incompetently made decisions (one case cited the department chair's teaching evaluations based on listening at the classroom door) which can contradict positive recommendations, circumvent the assessment process, increase frustration, undermine confidence and in general "do women in". A lack of accountability makes it harder to change negative decisions. Women know this. It is discussed annually at the Status of Women Workshop as we seek new strategies for coping with systemic discrimination and in the informal experiences shared in the sessions and hallways.

Theodore is even more pessimistic about the usefulness of external solutions. American affirmative action regulations, she concludes, have not been effective. They have been divisive (hiring a black male affirmative action officer, for example) and circumvented (through the careful writing of job descriptions, cutting budgets, interviewing women and not hiring, never advertising, hiring minorities who are unqualified rather than qualified women and so on). Cases are expensive to pursue through the courts. Reading the book is slow going because of the picture she presents. I found this book to be the most well developed, thoroughly thought out and researched of all five, and the best written. It was effective in its analysis, and gave me new insights into the channelling which took place in graduate school. Although there is lengthy discussion of the impact and uses of American affirmative action legislation, it provides a view of women's experiences of life as university faculty which is not unlike what Canadian women academics experience.

Aisenberg and Harrington fall in between a discussion of women in universities and a focus on feminist scholarship. Originally a project of the Alliance of Independent Scholars, it began as an effort to see why so many qualified women remained outside the academy. I was particularly interested in their attempt to find out what role employed academic women different than unemployed.

(My hypothesis would be chance or luck more than any particular qualifications of the women themselves.) What they discovered instead was that the same themes recurred. As they described it, "Essentially, they are themes that depict an experience of professional marginality and of exclusion for the centers of professional authority. Taken together, the stories reveal a continuum of openness - literal in the case of the deflected women but nonetheless real for the tenured women as well." (p.xii)

The analysis presented in the book is fundamentally optimistic in spite of the bind the authors describe for academic - and indeed all professional - women. The old norms binding women to domesticity and based on a model of marriage as the essential determinant of women's lives are changing. The new, allowing women an emotional and intellectual role as professionals, are in process of transforming the university. Women face the tension between the conflict of the old and the new, and are held accountable to failure in the domain other than the one they place first. They've can't entirely win, at least for the present, because we can never perfectly fulfill two different sets of expectations. But Aisenberg and Harrington see change, each individual woman entering professional life, however much she follows individual inclinations and personal agendas, is part of the change process. All these small and individual choices add up to major social change.

Most of the book, however, deals with the unconventional nature of the scholarly work women do and the ways in which this handicaps them in their career. Both the tenured and deflected scholars studied work largely in non-mainstream scholarships. Many cross disciplinary lines or focus on studies of women or other unconventional areas. Some can be described as excessively incorporating traditional academic norms into their research, spending lengthy periods of time on relatively obscure areas for the sake of pure scholarship. Others did not recognize the importance of critical milestones in career development. Particularly illustrative here is the case of a woman who was offered a contract by a prestigious academic press for a manuscript if she would do some revisions. Postponing these to accommodate family needs - her husband's sabbatical abroad - she found, less than a year later, that a change in editorship meant that her work was no longer important to the publisher. As she herself says, even if she had realized the importance of speed, she was not sure she could have done it. Although the use of the marriage vs. professional framework sometimes seems to constrain the discussion, the book as a whole is a valuable addition to the literature on academic women.

The two remaining books present an analysis of the problems facing feminist scholarship. Thibault has a somewhat contrived framework of stages whose existence is not adequately justified. She argues that there are continuing (though different) barriers to feminist work in the academy in each historic period. Because of both the price and the plodding nature of the writing, this book will not be as widely available as the others. The development of feminist scholarship is an important issue for examination and for that reason Thibault deserves recognition for this book, which relies heavily on what was probably her doctoral thesis, is a major step forward, in interesting contrast to the anecdote from Aisenberg and Harrington described above. I hope that Thibault continues her work in these lines and refines her writing style.

Tomlin and Hamilton is a collection of papers presented at a conference sponsored by the University of Calgary. Each paper comes from a different perspective and discusses the impact of gender bias in the particular discipline, including consideration of ways the discipline might refocus to incorporate feminist/women's perspectives. The discussion raises issues of methodology, theoretical perspective and interpretation. The articles take as a given the fact that gender bias in scholarship exists and proceed from there. How effective the arguments would be for those who question that bias is unclear.

Collectively, all of the books reviewed

above indicate the problems of discrimination women face on campuses. Because they/we are women, we are underrated and ignored. Not because we are incapable but because the work we do is systematically devalued. This is gender harassment, as it has been defined in the proposed policy statement under development by the CAUT Status of Women Committee and circulated in this **Bulletin**



Jane Gordon

insert for your comments. "Gender harassment consists of negative comments about the general unsuitability of women for the professional work in which they are involved or the status to which they aspire."

It is also gatekeeping. In various ways, those whose interests are served by the existing knowledge base and ideological analysis act to perpetuate the status quo. Feminist scholarship, as a new paradigm, or women who might challenge the status quo are excluded because they are not seen as part of the academy. They are threatening because they seek to change it. Institutions and disciplines act to protect themselves by maintaining that the issue is "excellence" or "quality". These are myths designed to restrict entry to the university. These myths are often supported by others. For example, at last month's CAUT Council in a discussion of immigration policy, the concern was expressed that present Canadianization guidelines may not allow for staffing needs in the future nor create the kind of diversity we need to encourage and should be reconsidered. Underrepresented groups in academic life might wonder why only nationality diversity matters.

Universities have been fairly effective at perpetuating themselves as these books demonstrate. I share Aisenberg and Harrington's notions of the revolutionary effect of thousands of individual acts, particularly as these escalate into changes in the structure of the university and the content of its curriculum. Let us remember, too, that because universities did not act themselves to change their policies toward hiring foreign academics, the government did it for us. The government has begun to try to change hiring practices with the Federal Contractors Program for employment equity. Perhaps we can persuade universities to finish the job themselves, to create the kinds of institutions which are welcoming to women (and other underrepresented groups) and to avoid the costs (financial and emotional) of litigation. Let us hope that the next round of books on women in academia show the impact of small revolutions, policy and structural change and existing equity legislation.

Reflections from Sheila McIntyre

In January 1987, the Bulletin published "Gender Bias in a Canadian Law School", chronicling the nature and consequence of sexism and anti-feminism Sheila McIntyre observed and experienced in her first year of teaching. A detailed account of the process that went into writing that memo and its results has recently been published in the Canadian Journal of Women and the Law (BVol. 2, No. 2). We asked her to comment on the aftermath of the memo for this special feature on gender harassment.

Our most common conception of sexual harassment centres on unwanted sexual comments and advances or coercive sexual encounters between people in power (usually men) and their subordinates (usually women). We understand such abuse of power to be educationally as well as emotionally or physically damaging. More recently, feminists have defined sexist classroom and campus behaviour and pornographic campus media as a form of sexual harassment poisoning women's learning environment and undermining their self-image, academic performance, intellectual confidence and career aspirations.

Anti-feminism, however, has not readily been seen as a form of sexual harassment even though its expression and damaging effects have much in common with predatory and environmental harassment. This may be because we tend to conceptualize anti-feminism primarily as ideological hostility to a political perspective without registering that it does personal and professional harm to individual women as women in a context of institutional gender inequality.

All sexual harassment conditions women to adopt a host of preventative strategies in order to forestall its occurrence or mitigate its disabling effects. We develop a sixth sense to avoid or defuse offensive or threatening interactions. We try to mute our womanhood to prevent our sexualization, guard our conversation to avoid the personal, and obscure our real feelings to prevent their trivialization. We plan conversational and physical escape routes, deliberately misunderstand veiled sexual allusions, circulate in pairs, choose our battles, resist being baited. We repress consciousness of the endless little signals of our denigration as women.

At a minimum such strategies impair our ability to concentrate on the work for which we came to the university and diminish our access to the educational resources and professional credibility university men consider their entitlement. As well, systemic harassment impairs our personal well-being. It forces us to suppress and implore anger, outrage, indignity, fear and, sometimes, loathing of our tormenters or of ourselves as reflected

through the misogyny of the harasser. These are not minor injuries.

When I am asked what happened after the memo was widely circulated and publicized I usually describe attitudinal, pedagogical and institutional changes secured over the course of two years by women's activism on campuses across the country once male bias in academe was in the spotlight. What I rarely mention is that during those two years, my health broke down completely in the form of rheumatoid arthritis.

Consciousness of my own ill health caused me to register how many feminist scholars are struggling with serious illnesses. I know two other feminist legal scholars with rheumatoid arthritis. Among my academic acquaintances are feminists suffering from lupus, Epstein-Barr, serious insomnia, cancer, clinical nervous disorders, candida and cluster migraines. Given how few feminist scholars there are, it is difficult to write

All sexual harassment conditions women to adopt a host of preventative strategies in order to forestall its occurrence or mitigate its disabling effects.

this off as mere coincidence.

I think anti-feminism plays a significant role in triggering or aggravating such diseases, not least because acute stress and exhaustion have been medically linked to all these illnesses. Sexual harassment is extremely stressful and draining: it wears us down and eats us up. Although all campus women are at risk of injury by sexual harassment, anti-feminism can amplify harassment's stress

and distress. Some examples:

Sexualization of women students and faculty deprofessionalizes us to put us down. Feminists, additionally, are sexualized as deviants - as sexless, or sexually unattractive, as manhaters or lesbians. In a heterosexual world, such "deviance" discredits us as women at the same time it deprofessionalizes.

Sexism frequently makes women as a group the butt of misogynist and denigrating humour. The feminist who objects to such humour is additionally targeted for ridicule, ostracism or censure.

While sexism implicitly devalues women, women's experience and women's achievements, anti-feminism is overtly contemptuous of feminists, the woman-centred values they embody and feminist critique. Feminist research is called unscholarly; feminist comment is dismissed as propaganda or the product of a hypersensitive and/or paranoid perspective; feminist teachers are described as unqualified; feminist activism is deemed uncollegial. And while overt sexism is at least officially frowned upon, anti-feminism is tolerated as freedom of expression. If women faculty assume that there will be built-in headwinds against their renewal or promotion and that such sexism will be denied, feminists assume their work and politics will be openly discredited in merit and promotional decisions and that such discriminatory breaches of academic freedom will be defended in the name of academic excellence.

These are some of the directly disabling consequences of anti-feminism. But anti-feminism breeds an indirect risk to women's physical and mental health as well. Put simply, feminists working in anti-feminist environments are expected by their colleagues and their women students to carry the burden of remedying the systemic sexism in their institutions virtually single-handed. Because we are conscious of the damage being done women in such environments, because we see ending women's subordination as an urgent task, we have extreme difficulty saying no to the demands made upon us as role models, allies, mentors, academic and career counsellors, sisters, pioneers, spokeswomen, sympathetic listeners, thesis supervisors, community volunteers, strategists, and general resources available on demand for furthering in any and every way women's equality.

There is not a little personal and professional satisfaction to be found in being considered so necessary to women's struggles and so non-authoritarian and approachable in our student interactions and so instrumental in securing incremen-

tal classroom, social and institutional change. There is also no small risk that our visible presence and our modest successes will be used by our administrations to demonstrate that gender bias is

And while overt sexism is at least officially frowned upon, anti-feminism is tolerated as freedom of expression.

no longer (if it ever was) a problem on campus with the result that the burden to effect further reform will remain on an already over-extended minority. Most of all, however, there is an unacceptable personal cost to the feminists called upon to meet such impossible expectations.

I believe the feminist project is urgent and important, and that every single woman's activism can make a difference in improving other women's lives. I also believe that as well-educated, predominantly white women with (some) job and income security and considerable flexibility in defining our work, feminist scholars owe less privileged women an unwavering commitment to advancing the equality of all women, but not at the cost of hospitalizing ourselves.

Sexual harassment, including anti-feminism, is systemic. The one-woman show - however inspirational and effective in securing change - is no match for systemic sex discrimination. A handful of faculty feminists cannot fight for women's equality in the face of pervasive sexism and anti-feminism and simultaneously constitute the entire affirmative action program of the universities. If certain reforms cannot occur without our involvement, then we must allow them to wait, blaming the university and not ourselves for letting women down.

If we are faulted for failing the cause, we should encourage our critics to hold our colleagues and institutions to standards half as high as those expected of us. Sexism and anti-feminism should not be our responsibility as well as our oppression.

Double Jeopardy:

by Fleurette Osborne

For all Women of colour, the issues of racism and sexism are so closely intertwined that it is not always possible to separate the effects. As Bell Hooks states, there is "a sexist way to express racism and a racist way to express sexism" (Ain't I a Woman 1981).

Racism has its roots in the notion that one race is superior to another in the lifestyle, culture and through the mental abilities of its members. To maintain this superiority and a feeling of power, interaction with those persons of a different race, skin colour and physical characteristics tends to be one which devalues and dehumanizes. In similar manner, men of all races feed their individual need to maintain some superiority and power over women, and this is manifest in sex-

ism.

Racism in Canada no longer takes the form of the overt manifestations we saw as slavery or the treatment of the Chinese after they had built the transcontinental railway, and more recently the internment of the west coast Japanese. A more enlightened social conscience and human rights laws have caused such manifestations and individual explicit forms to disappear. However, the imprint on the collective memory, due to generations of socialization still determines the interaction between members of the so-called dominant race and those races which are still considered to be inferior, and between men and women of all races. Institutions whether social, political or educational have not really changed and perpetuate the system of racism and sexism.

Studies of the experiences of Black women and other Women of colour as students in Canadian universities and as women in academe are not available. However, the few students and teachers with whom contact was made had very similar things to say.

Women of Colour as Students

As with all female students, the enrol-

ment of Black women and other women of colour at Canadian Universities is growing but they are still few. Increasingly these Black students are indigenous as more parents refuse to accept the stereotypes and the streaming of their children into non-academic programs in the high schools. The majority of students of colour from other countries are usually pursuing graduate studies, are on exchange programs or are taking specialized courses. They all face similar problems because of their race and colour. The words used by everyone reached are "isolation" and "invisibility".

They all face similar problems because of their race and colour. The words used by everyone reached are "isolation" and "invisibility".

The women students are not as readily accepted by white students, male or female, as are the black male students. Women of colour see no role models or very few. They have no support systems or assistance and are forced to seek out others like themselves and form peer groups for this support and assistance. This is often not easy on large campuses, and often all that members of these groups have in common is their colour. Their values and cultures might be entirely different. Black male students often prefer to socialize with white female students and this too poses a different dilemma.

Women of colour tend to be overlooked in classes and are often ridiculed by subtle jokes and innuendos by those professors who still believe these women are mentally inferior. Students often find that certain theories and materials are handled poorly and tend to reinforce rather than clarify the negative thinking and beliefs about their race. In those universities where women's studies are offered, the issues and contributions of Black women are either not included in the courses or given token coverage.

The women become discouraged and the dropout rate is often high. Others will press on for the first degree and then give up. For those who advance to the mas-

ter's level, very few will go beyond, as is the case with their white counterparts. The reasons, however, are often different.

Graduate students who are women of colour, suffer several levels of isolation. They find themselves frustrated by their thesis advisors who usually do not understand the issues they want to pursue, nor the perspectives from which they are coming. One student was relieved when a visible minority male on her committee could understand and help the others to understand her point of view. Another was forced to find an external advisor before any headway could be made in her doctoral dissertation.

At the recent meetings of the Learned Societies in Windsor, Black graduate law students expressed their isolation and the added frustration they felt because of gaps in their background arising from the fact that most of their white peers hailed from families with a culture and tradition linked to generations of lawyers. With no such tradition, no support systems and being an out-group, the isolation, frustration and alienation added up to a very stressful existence. They feared the effect the stress was having on their studies.

A couple of graduate students, both women of colour, also expressed the problems they felt as Teaching Assistants. They were from different universities but the story was the same. They felt excessively challenged by some students, ignored by others and on occasion, harassed. They believed that most of their experience was because of their race and their sex.

Women of Colour in Academe

Generally there are fewer women than men in academe. There are even fewer women of colour. They tend, as do most women, to occupy the lower ranks and receive even lower rates of pay, and tend to have to wait longer for promotion and tenure. They feel they must even work harder than their counterparts.

Women of colour in academe also feel isolated. They are usually not included in the networks of their white counterparts, and there is such a paucity of numbers that they can never form support groups which are strong enough.

They tend to feel very invisible and vulnerable. They feel ignored in meetings, and often their ideas are not taken seriously except when expressed by someone else. They are not usually part of the decision making and do not identify with those that are. They speak of a feeling of powerlessness and of silencing and this makes for stressful existence.



You're telling me you can't accept my thesis?

You mean the life and times of Filbert C. Snogsforth is more scholarly than the history of women in the labor movement!

The effects of racism and sexism on women of colour in the university

Because there are so few women of colour as students and in academe, no one pays too much attention to their

They tend, as do most women, to occupy the lower ranks and receive even lower rates of pay, and tend to have to wait longer for promotion and tenure. They feel they must even work harder than their counterparts.

experiences, their needs or concerns. There is a real problem ignored by all but

those who experienced the effects.

The past decade has seen many attempts to improve the situation at universities for women. There is little evidence that this has benefited women of colour very much. The Ontario universities, through provincial funds, have recently implemented employment equity programs for women. Again, they do not seem to have much to offer women of colour. The Federal Contractors Program for those universities participating requires implementation of employment equity programs to include among others women of colour. These programs are supposed to eliminate systemic racism and create a climate in which everyone can contribute regardless of race, sex and skin colour and all the other criteria named by the human rights commission. Women of colour look to a better future as students and women in academe.

Women of Colour and Gender/Sexual Harassment

Women of colour are always the most vulnerable when we consider the issue of gender/sexual harassment. They are seen by the would-be harasser as being very "easy" when advances are made. They are believed to be "quick targets" because

of the racist stereotype that they are "loose". They are expected to be compliant and even welcome the advances.

This places a tremendous burden and stress on students, especially when the harasser is the professor who is seen to have tremendous power over the student and can, in fact, determine in some ways, the fate and possible future of the individual(s).

Since gender/sexual harassment has become an issue on campuses, universities have developed policies and put in place mechanisms to deal with the issue and create an environment where students and professors can pursue their respective goals without additional stresses and strain. The problem with these mechanisms is that they tend to protect the harasser rather than the harassed. Consequently, would-be complainants are more apt to suffer in silence or remove themselves from the problem than complain.

As the number of Women of colour as students and hopefully as professors increases at universities across Canada, the issue of racism will have to be confronted. Some gains have been made by mainstream women because the issue of sexism has been raised and discussed and

awareness of its impact increased. The same cannot be said for racism.

The issue of racism and its effects on both the victims and the perpetrators must be confronted and dealt with squarely and honestly. Studies into the conditions must be undertaken and those

They are believed to be "quick targets" because of the racist stereotype that they are "loose". They are expected to be compliant and even welcome the advances.

voices which spoke and continue to speak of sexism and keep it before everyone's consciousness, must also be added to the confrontation of racism, which is as inherent in the Canadian psyche as is sexism.

Lesbians in Canadian Academe

Jeri Dawn Wine
The Ontario Institute for
Studies in Education

Academic institutions are becoming increasingly aware of the pervasive influence of sexual harassment, and more recently, of gender harassment on the well-being and productivity of female students and instructional staff. Less recognized is the particular plight of lesbian women in these institutions. Lesbians are doubly oppressed — as women by the male-centeredness of academe, as lesbians by its almost seamless heterosexism (the assumption that everyone is and should be heterosexual), and occasionally, by outright homophobia (overt hatred and fear of gays and lesbians). I have conducted in depth interviews with a number of lesbians, both students and instructors, about their experiences in Canadian academe; these data point to the need for policies to protect the rights of lesbians in Canadian academic institutions.

Most of the students with whom I spoke reported that academe had been utterly silent on lesbian existence. In the words of one student, "I would say that the silence is really profound." The silence was perpetrated even for assigned readings in which knowledge of the sexual orientation of authors was central to its interpretation. These women also felt excluded by the heterosexist assumptions embedded in the language of lecture and reading materials, and in research methodologies, e.g. in "marital status" categories, or references to "the" family, or the assumption that everyone is heterosexual unless stated other-

wise. Of those students who could recall lecture or reading material on homosexuality, most frequently the references were in abnormal or developmental psychology or sociology of deviance courses. The lectures and discussions were usually very brief, ill-informed, implied pathology or deviance, defined lesbians and gays only in reference to sexual activity, and referred to gay male existence as if it represented the experience of both gays and lesbians. A few students had experiences with the outright homophobia of instructors, though homophobia was more likely to be expressed by other students. In recent years students have encountered a few more enlightened instructors, primarily in women's studies courses, who have introduced some lesbian-positive material.

A few students had experiences with the outright homophobia of instructors, though homophobia was more likely to be expressed by other students.

The women with whom I talked are caught in a double-bind: on the whole, academe invalidates their experience by not addressing it; yet both students and instructors found that

if they introduced lesbian-positive material, the immediate assumption by others was that they were lesbians, and their contributions were invalidated. Among the instructors were women who had failed to be hired for teaching positions, to have contracts renewed, or tenure granted, though none could be certain that their lesbianism was central to those decisions. As one of them stated, "if they think we don't want her here because she's queer, they can think of other reasons...They would never say that was the reason."

These common experiences of heterosexism and homophobia in academe are quite stressful, creating caution and fear of the consequences of being identified as lesbian. Students are fearful they will be rejected by other students, and that they will not get support from faculty in applications for grants, graduate admissions, and jobs. Concealing one's lesbianism contributes to a fractured sense of self, yet "coming out" was seen as dangerous. As one of the more able graduate students said, "...you have to be prepared to dichotomize yourself and be something at work and something else at home which isn't very satisfactory, or you reconcile yourself, as I think I have, to either very low participation in the university system or none at all." Instructors are equally concerned that knowledge of their lesbian identities may have negative effects on their academic careers, and on the attitudes of students and colleagues toward them. It should be noted that the students and instructors with whom I have talked are somewhat open about their lesbian identities; most identify as feminists and they

have good support systems. There are many more "closeted," isolated lesbians in academe who are terrified even to identify themselves to an interviewer.

It's clear that lesbians are deeply affected by "silencing, being ignored and treated as non-persons", by being made to "feel isolated, different, inadequate, and not part of the group," and by "a devotion to a status quo from which (lesbian) women have been systematically eliminated" (CAUT draft gender harassment policy, 1989, parentheses added). The heterosexism and homophobia of academe creates a poisoned work environment that is especially stressful and limiting for lesbians. The loss of able students and faculty, and the reduced well-being and productivity of those lesbians who remain in academe can be alleviated given the will to do so. The women I interviewed made a number of suggestions for policy changes that centrally involve positive recognition of the existence of lesbians: (1) disposing of heterosexist assumptions in course materials, lectures and research methodologies, (2) inclusion of accurate information on lesbians in general discussions of homosexuality, (3) recognition of the sexual orientation of authors whether lesbian, gay or heterosexual, (4) creation of a safe, supportive environment for lesbians to speak of their experience if they so wish, (5) provision of support services for lesbians and gay students and staff, and (6) inclusion of sexual orientation clauses in the overall principles of functioning of each academic institution to afford protection for students and staff at every level.

A l'Université Laval, une politique sur le harcèlement sexuel ne vient pas seule . . .

par Marie-Andrée Doran

Coordonnatrice à la condition féminine et Présidente du Comité d'élaboration d'une politique de traitement et de prévention des cas de harcèlement sexuel Université Laval

Chez nous, à l'Université Laval, à Québec, dans la toute première et par conséquent la plus vieille université en Amérique du Nord, une politique sur le harcèlement sexuel ne vient pas seule; elle est accompagnée ou précédée de programmes ou d'autres politiques également porteuses de changements profonds de mentalités ou de comportements. Ainsi, au cours de l'année académique 1988-1989, l'Université Laval aura adopté ou mis en opération plusieurs politiques ou programmes ayant des incidences particulières sur le vécu des femmes et des hommes travaillant ou étudiant à l'Université Laval. Ce sont:

1. la Politique de traitement et de prévention des cas de harcèlement sexuel;

2. la Politique d'accès à l'égalité en emploi qui sera assujettie d'un plan d'action devant comporter diverses mesures de redressement ou mesures d'actions positives;

3. le Plan de développement triennal de l'Université Laval en matière de Condition féminine (2e année de mise en opération).

4. la Déclaration officielle des droits des étudiants et des étudiantes. Le texte de cette déclaration fait, entre autres, référence au fait que tous les étudiants et étudiantes ont droit à un milieu exempt de harcèlement sexuel;

5. le Programme de recrutement et d'intégration des étudiantes en sciences et génie (2e année de mise en opération);

6. le Programme de formation pour les nouveaux professeurs et professeuses. Ce programme vise, entre autres, à les sensibiliser à tous les aspects de l'encadrement des étudiants et des étudiantes (2e année de mise en opération).

Pourquoi toutes ces politiques arrivent-elles en même temps? Il ne s'agit pas d'un simple hasard. Il ne s'agit pas non plus d'une stratégie visant à outrager la population masculine de l'Université. Il faut voir là la volonté réelle de la Direction de l'Université Laval de rééquilibrer la situation actuelle quant à la participation des femmes aux diverses facettes de la vie universitaire.

Voilà donc le contexte dans lequel nous avons élaboré notre politique en matière de harcèlement sexuel. Un projet de politique a été remis au Recteur de l'Université Laval l'été dernier. Nous amorçons actuellement la consultation auprès des doyen(ne)s de facultés et des directeurs et directrices d'écoles non rattachées et de services, auprès des 15 syndicats ou associations professionnelles du campus et auprès de groupes cibles (le Comité des responsables de la condition féminine, le Groupe de recherche multidisciplinaire féministe (GREMF), l'Union des gradués inscrits à Laval (UGIL), la Confédération des associations d'étudiants et d'étudiantes de l'Université Laval (CADEUL), etc.). Certaines Commissions de l'Université

Ce qui ressort du projet de politique sur le harcèlement sexuel de l'Université Laval ce sont certainement les volets éducation et prévention inclus dans la politique.

seront probablement consultées. La politique devra, à la suite de cette consultation, être soumise, puis adoptée par le Conseil de l'Université qui comprend bien sûr la haute direction et des représentants du corps professoral et des différents groupes d'employés et employées et d'étudiants et d'étudiantes de l'Université. Le recteur a insisté pour que ce projet de politique soit soumis au Conseil de l'Université parce qu'il s'agit de la plus haute instance décisionnelle de l'Université et que cela donnera beaucoup de force à la mise en application de cette politique.

Même si l'Université Laval ne s'était pas encore dotée d'une politique officielle en matière de harcèlement, des actions visant à contrer spécifiquement le harcèlement sexuel sont déjà en force depuis plusieurs années. Ainsi, des campagnes anti-harcèlement ont été menées par la première Coordinatrice à la condition féminine et par le Protecteur universitaire en 1983-1984. Une enquête visant à savoir si les étudiants et les étudiantes avaient été l'objet de comportements ou de remarques sexistes de la part des membres du corps professoral a été menée en 1984-1985 auprès d'un

grand nombre d'étudiants et d'étudiantes de plusieurs facultés. En attendant l'adoption du projet de politique sur le harcèlement sexuel, les plaintes sont traitées conjointement par le Protecteur universitaire et la Coordinatrice à la condition féminine. Depuis son entrée en fonction, en avril 1987, jusqu'en décembre 1988, l'actuelle coordinatrice à la condition féminine a reçu douze plaintes de harcèlement provenant majoritairement d'étudiantes mais aussi d'employées du campus.

Ce qui ressort du projet de politique sur le harcèlement sexuel de l'Université Laval ce sont certainement les volets éducation et prévention inclus dans la politique. Le titre en lui-même traduit cette volonté. Il s'agit d'une **Politique de prévention et de traitement des cas de harcèlement sexuel**. La présentation du texte de la politique traduit également cette préoccupation: d'un côté, nous avons le texte qui aura, après son adoption, la force de règlement et de l'autre côté, nous avons les notes explicatives explicitant le pourquoi de chacun des articles du Règlement. A la lecture combinée de la politique, il n'y a pas beaucoup d'interprétations ou d'équivoques possibles. Ceci vise à permettre une grande autonomie de circulation de la politique auprès des 6 000 employés et employées et des 40 000 étudiants et étudiantes du campus.

Notre définition du harcèlement sexuel couvre également le harcèlement sexiste, comme c'est le cas dans un grand nombre d'universités canadiennes.

Notre définition du harcèlement sexuel couvre également le harcèlement sexiste, comme c'est le cas dans un grand nombre d'universités canadiennes. A l'intérieur de la politique, nous proposons deux processus de résolution de plaintes visant à solutionner les problèmes de harcèlement: le processus de conciliation et le processus administratif. Tous les intervenants et intervenantes des deux processus de règlement de plaintes de harcèlement

sexuel seront rattachés au Centre de prévention et de traitement des cas de harcèlement sexuel. Avant leur entrée en fonction, il devront avoir reçu une formation les habilitant à intervenir auprès de chacune des deux parties impliquées dans une situation de harcèlement.

Le grand chef d'orchestre de la mise en opération de la politique sur le harcèlement sexuel sera le Protecteur universitaire ou la Protectrice universitaire qui agira également à titre de Directeur ou Directrice du Centre de prévention et de traitement des cas de harcèlement



Marie-Andrée Doran

sexuel. C'est donc lui ou elle qui veillera à ce que les procédures en cours soient conformes à la politique et qui tiendra à jour le contenu, les statistiques et les informations concernant le harcèlement sexuel.

Quel type de recours sera privilégié par les membres de la communauté universitaire aux prises avec un problème de harcèlement? Nous espérons que le processus de conciliation nous permettra, tout comme dans les autres universités où il existe, de résoudre la majorité des plaintes de harcèlement, puisque le type d'interventions proposées à l'intérieur de ce processus comporte un aspect éducatif et préventif. Ainsi, le processus administratif devrait être utilisé surtout dans les cas particulièrement litigieux ou lorsque le processus de conciliation a échoué.

En terminant, nous souhaitons donc vivement que l'adoption d'une telle politique contribue encore davantage au respect des droits de tous les membres de la communauté universitaire et particulièrement aux droits de la population féminine de l'Université Laval.

Murders/Mysteries and Female Detectives

by Lindsay Dorney

"Anti-feminism," as Sheila McIntyre defines it in this issue of the Bulletin, is "a form of sexual harassment," which has "much in common with predatory and environmental harassment." It is an environment in which female faculty work, like the labyrinthine hallways and re-cycled air in which we move and breathe. Anti-feminism (a cast of mind) and gender harassment (its manifestation) are an ancient behaviour, one which can literally kill, as it did Hypatia, the Alexandrian neoplatonist philosopher and first notable woman in mathematics. Described as a woman of elegance, rare modesty, beauty and remarkable intellectual gifts, she attracted many students - and the virulent enmity of Cyril, patriarch of Alexandria. On the way to a lecture in 412 AD, she was stoned and flayed - alive - by Nitrian monks and a fanatical mob of Cyril's followers. Cyril's public position was his disapproval of her intimacy with Orestes, the city's pagan prefect. Then with the incineration of the library, the centre of learning, not only were the plays and treatises of ancient writers lost forever, but also all of her writings on astronomy and mathematics.

Though Hypatia is a shadow to us, her fate is a fable of violence against intellectual achievements of women: science, learning, and sexuality are not for women. More than a footnote to the destruction of the Alexandrian library and the disintegration of learning and inquiry, Hypatia's fable is also a fantasy of terror; her faceless spirit today haunts detective fiction set in academia and written by women. Cyril's anti-feminism and gender harassment drive their plots.

However, before I reflect on a few of the plots and characters set in academia, a definition of what one means by a "detective novel", or rather the preferred term "mystery" as usefully defined by Maureen Reddy: "a fiction in which a central theme is the examination of events partly concealed at the beginning of the story." Murder, nor even a crime is not required, nor a solution of physical clues. Rather in mysteries written by women (especially), the answer lies in character, the solution depending on penetrating personality and on conflating of the personal and social. (M. Reddy, "She Done It", *Women's Review of Books*, Vol IV, No 3 (December, 1986), pp. 13-15) P.D. James has commented that Jane Austen is the greatest mystery writer of all as the resolution of conflict depends upon stripping away the facade of manners and gestures to see the reality of character and motivation. The force of my mysteries set in academia depends on just that process, the stripping away of status, prestige, learning and scholarly achievement, and accolades to see the face of anti-feminism.

Anti-feminism and gender harassment shape the plots in *Gaudy Night* (1935) by Dorothy Sayers, *Murder in the English Department* (1982) by Valerie Miner, *Death in a Tenured Position* (1981), *Sweet Death, Kind Death* (1984) and *No Word from Winifred* (1986) by Amanda Cross, *Graves in Academe* by Susan Kenny, and *Between Men* (1987) by Katherine Govier. All these writers are women academics; Amanda Cross is the pseudonym of Carolyn Heilbrunn, who is a distinguished professor of literature at Columbia University and past president of the Modern Languages Association. Academia, as a site of order, harmony, and the highest endeavour of pursuing truth, reveals its ancestry in the monastic tradition with its hostility towards women scholars and detectives in these novels. Cyril's spirit also has a presence.

Gaudy Night takes place at a fictitious women's college at Oxford University. Because of a series of frightening occurrences (which have not resulted in murder), Harriet Vane, mystery writer and future wife of Lord Peter Wimsey, has been invited to the college to discover the individual who has been trashing the library, a scholar's rooms and the

chapel. This person finally attacks Harriet herself. What Harriet uncovers is the rage of one of the domestic help directed at the college as a whole, though the focus of the rage is one woman scholar. This scholar, in the tradition of male judgement and objectivity and class privilege, had reviewed negatively a paper of a male colleague who then was dismissed. In despair he committed suicide, leaving two small daughters and the wife, the college's char, destitute. There is no murder and no justice; rather Sayers a philosopher, is exploring the ideal of compassion and two ethical systems. Through the characters of the women scholars, she reflects upon what it means to be an intelligent, ambitious woman in a setting which scorns women and what is the result of patriarchal modes of thinking being internalized by women.

The mystery is a questionable form for women writers because its shape is based on a masculinist model: objective rationality, based on the operations of deduction and induction, is the highest virtue. A male controlling intelligence, whether the professional (Adam Dalgleish, Richard Jury) or the gifted amateur (Lord Peter Wimsey) detective, represents the moral authority. Like Harriet Vane, most female detectives are amateurs. They rely on close observation of behaviour, a sensitivity to environment, and "bumble around ... and ask foolish questions," as Cross's Kate Fansler remarks. Female detectives in a series and as some kind of moral authority have been rare until recently. Christie's Miss Marple, elderly and asexual (hence ironically invisible, a great asset to a detective), a keen observer of life in small communities, is the first series character. In the novels considered here, Harriet Vane (writer), Kenny's Roz Howard (English professor with definite term contracts) and Kate Fansler (independently wealthy and chic English professor) are gifted amateurs in a series who never consider exchanging their present work for professional stereotyping; that a woman in charge with the force of intellect, dedicated to the ideals of law and order, goes against traditional expectations.

In fact female sleuths come near to being victims themselves. Roz Howard has come to a small college in Maine to take over an English literature survey course of a man who met a bizarre death. She is charmed by a virile artist, is bored by the tedium of department squabbles and territory defenses, and leery of a fellow woman academic who is remote and silent. The department opposes the dean in his wish to keep fraternities on campus; a masked group of "ninjas" harass female students; a female student is found dead with a Norton Anthology of English literature open in her lap, two English professors are fed a near lethal dose of PCP, two more English professors are killed, and Roz herself is violently assaulted. As she discovers the link between the murders and the syllabus she uses in her survey class, she realizes she could be the next victim, and so she nearly is. One of the masked ninjas is the dean, hostile to women and wildly ambitious to be the next college president. He murdered the female student, who worked in his office and had threatened to expose him, and the others who have opposed his plan for the college and

contract. One of her colleagues, a notorious sexual harasser is found, with his trousers down, stabbed (in a nice Freudian reversal) with a pair of scissors. As Nan has openly and sharply opposed this man, who also had threatened her tenure review, and has supported feminist groups on campus, she is a suspect. However, she suspects a gifted female graduate student, who, it turns out, is desperately unsure of herself, her intelligence and her identity. The young woman has indeed killed him during a sexual assault. Miner also links the student with Nan's niece who is struggling to free herself from the family repression and confinement so that she can attend university.

Since 1964 Amanda Cross has produced eight mysteries featuring Kate Fansler, who



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investigates both mysteries and social conditions. Cross's analyses of academia from a feminist perspective are compelling and frighteningly realistic. In *Death in a Tenured Position* and *Sweet Death, Kind Death*, both victims are middle-aged women, professors who have a belief in death if life is not worth living. In *Sweet Death, Kind Death*, Kate investigates a feminist professor's apparent suicide at a women's college which is resisting the development of women's studies. However, Patrice Umphelby's murder, as it turns out, is the result of a colleague's jealousy and rage over Patrice's fame, energy, and productivity. His research had suggested that middle age was a very down time for women. She did not fit the stereotype and neither did her theories: she had hypothesized new beginning and patterns for these women, including herself.

However, it is *Death in a Tenured Position* which is the most compelling and poignant of Cross's novels. Kate Fansler is at Harvard to investigate the death of the first woman hired as a professor by the English Department. Janet Mandelbaum has made it big in academia and on male terms. A respected scholar of seventeenth century poetry and well published, she is harassed by a cruel practical joke and snubbed by departmental members. Later she is found dead in the men's room. Murder is assumed, yet Kate discovers that her death is suicide, and a very painful one, from despair. At a recent department meeting Professor Mandelbaum had been outraged by the suggestion that she teach a course in women's studies. In return she is attacked by a colleague who points out that the English department is saddled with her, as it is with affirmative action. She and all her achievements gained by the male rules and games of academia are nothing. Her colleagues had silently walked out of the meeting leaving Mandelbaum alone.

Gaudy Night, which Cross alludes to in many of her novels, influences *No Word from Winifred*, which is concerned with the ways female character is shaped. Kate stands between two generations, the older one in

which women wanted to be boys because they discovered early that all freedom was denied them because of their sex and her niece who cannot understand such a fantasy. Obviously Kate is seeking a missing woman, Winifred, who turns up alive and well. This novel is actually Cross's exploration of the expanding opportunities for women and the impact of feminism on their lives.

Likewise an earlier novel, *Daughters of Time* by Josephine Tey, has influenced *Between Men*. Tey was speculating on who really killed the little princes in the tower in the fourteenth century by reviewing all the historical evidence. Govier's Susanne Vail, divorced and untenured, is sifting through the bits and pieces of historical evidence to determine who murdered a young native woman and how in 1889 in Calgary. Slowly the pieces arrange into a pattern as she reconstructs what happened. In frontier Calgary, rough men would force their forearm up inside an Indian woman to see how far it would go. Like the other writers, Govier is exploring relationships between women and men in the past and in the present. These relationships, including Susanne's own, are characterized by violence and domination at personal and professional levels. Susanne focuses her research and teaching on women's history. The history department chair thinks that such a subject area is not serious or rigorous, hardly appropriate for a tenure review. As well she is experiencing the hostility of students who do not believe women's lives, and native women's fate, are the stuff of history.

Mysteries by women set in academia may descend directly from settings familiar to readers of Christie and Sayers: the nicest people do the awfullest things at garden parties, country estates, and picturesque villages. Such mysteries remain in a closed world, a private sphere, where disorder and violence is on a small scale and women players are shadowy. Male characters and detectives in academic settings frequent laboratories and scientific conferences where prestige and money dominate, a public sphere. Through scientists' bizarre experiments and misdirected ambition, the academic setting is linked to large business interests and the murky world of intrigue and global politics where Ian Fleming extended the mystery into the glittering machismo of planetary power. By contrast women detectives' sexual lives are discrete or they are happily settled into marriage.

Is there something, then, about academic life, particularly about being a member of an English or History department that makes Hypatia's fate feel so close? Women faculty reading *Gaudy Night* perceive a resemblance of the fictitious college as Somerville, or sense that Janet Mandelbaum reverberates with the life of Helen Viter or Ruth Wallerstein, or feel it is Vita Sakville-West who lingers in the renowned British novelist Charlotte Stanton (*No Word from Winifred*). The tedious departmental meetings, students not taking women faculty seriously the trivializing of research and teaching focusing on women, the male-defined canon to be revered, the hostility to intelligent women's achievements, all are sharply familiar in these mysteries; these compose our environment in real life.

The women detectives, as Harriet Vane, Kate Fansler, Roz Howard, and Susanne Vail, do not act as a moral authority or controlling intelligence as do Lord Peter Wimsey, Inspector Wexford, and Adam Dalgleish. Though Kate particularly enjoys diversity in life and opinions, she, like the other women indirectly, cannot explain away disorder: she is intensely aware that justice can be unjust. Sayer, Cross, Kenny and Govier are excoriating Cyril's anti-feminism by subverting the text of a male-dominated genre with the feminist values of subjectivity, empathy, networking, love of diversity and compassion.

The mystery is a questionable form for women writers because its shape is based on a masculinist model...

himself. Cyril has been costumed as a dean.

N. Weaver, an English professor at Berkeley, is on her last term of a probationary

Issues within female intensive disciplines

by Clarissa P. Green

Women in the universities most often find themselves in a community of men. Their departmental peers are mainly men; the committees they sit on are comprised of men. Because this is the norm, the dynamics of male-prevalent environments become an important part of a woman's academic career.

However, not all enclaves of the university are like this. Nursing, rehabilitation medicine, library science and home economics are among the disciplines which are most often the opposite; that is, they are predominantly female. The need for the voice of academics from these and other female intensive environments to be part of the over-all voice of academic women is a powerful one. Academics from female-intensive disciplines represent a high percentage of women in the academic community; their perceptions and concerns represent what is true for a significant proportion of the academic community. Because of sheer numbers,

"librarian" evoke an image of hair pulled back in a bun, the word "nurse" a bedpan, and the words "home economist" an apron. The roots of these three female intensive disciplines are steeped in traditionalism and the images, myths and stereotypes that represent them too often reflect this rather than contemporary, more realistic and powerful messages. As is true about women in general, the negative and limited image of academics in female intensive disciplines restricts the amount of light that can be shed on WHO actually suffers the brunt of the stereotype. This light is often so dim that fellow academics have NO understanding of what a nurse, a social worker, a rehabilitation therapist is, of what her research arenas might be, of what her professional practice might entail. Unfortunately, ignorance about the nature of a discipline does not prevent judgments being made about the work of academics engaged in it. As a consequence of these dynamics, the contributions of academics in female intensive disciplines run the risk of being minimized, if not

deliberately chosen their field. Why, after all, would anyone be a nurse when there are so many other "more interesting" (or prestigious or exciting) things to do, people often think, and, unfortunately, sometimes ask. This perception feeds an image of the discipline and any work that evolves from it as second class, easier, less rigorous. That such impressions work against academics within the disciplines goes without saying. Further, the results of such negative assessments can also be seen among students, who most often are predominantly female. Because it is all too easy to find peers and members of the academic community who suggest there are better ways for them to spend their time, or that, despite what they are experiencing, their field of study is "easier" than others, the struggle to take pride in their study or their chosen field can be a difficult one.

Women among Women

As women working with and among women, academics from female intensive disciplines face situations within their own groups that are unique and worth noting. First of all, because the "norm" can be experienced as what is happening within the (predominantly female) discipline (as opposed to the predominantly male discipline), issues related to inequality can remain hidden or be ignored, despite their pertinence. This is partly because the demographics of the smaller community and its tendency to be insular can cloud the larger social dynamics that shape its future. By turning to the large resource of female peers within the discipline rather than to others across campus, issues of concern within the university as a whole and input from male intensive disciplines can be missed. Furthermore, the history of the female intensive discipline and the part workers within it played in the struggle for equality is too often seen as not important within the curricula. This omission allows evolving professionals to escape knowing their own history as well as their place in the ongoing struggle for equality, which is far from over. Without this they will not see themselves as part of a larger context in which they have a critical role.

The need for the voice of academics from these and other female intensive environments to be part of the over-all voice of academic women is a powerful one.

A second phenomenon within mainly female environments is the ambivalence toward feminism and women's issues that is so often obvious. While it is too simple to suggest that because librarians or home economists are mainly women, they should necessarily concern themselves with women's issues, there is often surprise that there is not a louder feminist voice among women's disciplines. Why, it is asked, in a 98% female discipline such as nursing, a discipline with such a large number of academics across the country, is there not more support for women's issues. Instead, nurse academics

on university campuses are often curiously quiet and, when they speak, are not automatically unified or involved in feminist activities on campus. Nursing, for example, is often, unfortunately not involved in women's studies programs. Why is this?

Again, reasons behind these dynamics are several. One way to illuminate the ambivalence toward feminism is to explore how the socialization of the discipline's academics may have shaped their thinking about women and women's issues. Women in these disciplines most likely experienced not only the traditional socialization of girl children, but also a "second socialization" as students in a mainly women's discipline concerned with "women's work". Because female intensive disciplines have "traditional" roots, it is likely this second layer of socialization reinforced the first. Such a process would no doubt leave members of the discipline well informed about what is considered appropriate behaviour for women within their discipline. Increasing one's consciousness of the consequences of one's socialization, then, would involve questioning two layers of socialization: personal and professional. Obviously this could be experienced as a double threat, and hence to be avoided. Although it is safe to say that there have been dramatic shifts in the socializing of students in most female intensive disciplines, the pages of history turn slowly. There remains a long way to go to increase an acquaintance with feminism and to foster a more unified voice among academics from female intensive disciplines.

As women working with and among women, academics from female intensive disciplines face situations within their own groups that are unique and worth noting.

This discussion represents only a beginning acquaintance with some of the dilemmas that female intensive disciplines face. Valuable exploration of other issues is also necessary. This includes answering such questions as: what are dynamics within female intensive arenas when large numbers of employees experience career interruptions related to childbearing and childrearing? What are the consequences of having a male intensive administration for a female intensive discipline? How can academics in practice-based female intensive disciplines such as social work, nursing, and rehabilitation medicine secure the recognition and university support they need to keep practice skills current (or credibility as practitioners) when highest university priorities are for research and publication?

It is anticipated that the October CAUT Status of Women Workshop in Manitoba will direct attention to exploring some of these issues within female intensive disciplines. This could result in a greater understanding among academics from ALL disciplines and a more unified voice among academic women.



CLARISSA GREEN

their voice is potentially a potent one.

It is interesting to ask why, given the high numbers of academics in female intensive disciplines, these disciplines are sometimes so invisible within the university community. The answer lies in part in understanding the histories, the stereotypes and the dynamics within these disciplines and between these disciplines and the rest of the academic community. This article will examine a few of the issues that shape the lives of contemporary academics within female intensive disciplines.

The Buns, the Bed pans and the Aprons

It is not unusual to have the word

dismissed. Research funding can be difficult to obtain, and representation on committees outside of the discipline can be sparse, to name but two unfortunate consequences.

The vulnerability of female academics is not restricted, of course, to those within female dominated disciplines. However, when a discipline is represented mainly by women, scholars in other fields all too often easily dismiss the entire discipline, not just an individual member, as unnecessary or uninteresting.

An extension of these limited visions of female intensive disciplines is a perception that academics within these disciplines have "sold out" rather than

Le groupe de recherche multidisciplinaire féministe de l'Université Laval

par Ann Robinson
Coordonnatrice, GREMF

Depuis cinq ans, le Groupe de recherche multidisciplinaire féministe s'est engagé à développer la recherche d'approche féministe sur les conditions de vie des femmes. De par leur caractère multidisciplinaire, les recherches du GREMF tentent de dépasser les limites courantes et restrictives des diverses disciplines et peuvent prendre aussi bien la forme de réflexions philosophiques, de recherches historiques, d'enquêtes, de recherche de nature expérimentale ou de recherche-action.

Derrière les nombreuses activités du GREMF, on retrouve un noyau de femmes de diverses disciplines activement impliquées à développer la recherche et l'enseignement féministe. Le GREMF comprend à titre de membres régulières des professeurs de l'Université Laval à qui s'ajoutent quelques membres fondatrices. La participation d'étudiantes graduées et le support de membres de la communauté universitaire ainsi que des gens de la région de Québec sont également très importants pour le GREMF.

Douze professeurs ont mené des recherches subventionnées en 1987-1988. La plupart des recherches sont faites en collaboration. On reconnaît l'importance de l'existence du GREMF dans le démarrage de trois thèmes de recherche: la qualité de vie des familles monoparentales, la qualité de vie des femmes en agriculture, les réactions des intervenant-e-s face à la violence conjugale. Ces trois projets inter-disciplinaires sont nés de la rencontre de membres du GREMF.

La revue *Recherches féministes*

Le GREMF publie maintenant une revue, *Recherches féministes*, dont le premier numéro est actuellement sous presse. La Parution est prévue en mai.

Recherches féministes est une revue scientifique francophone à visée interdisciplinaire. Elle a pour objectif de contribuer à l'avancement de la recherche particulièrement de recherche empirique. La revue publie aussi des textes de réflexion théorique, méthodologie et épistémologique, des notes de recherche, des comptes rendus de livres et de pratiques féministes novatrices, des bibliographies et d'autres informations pertinentes à la recherche.

Conçue et animée par les membres du Groupe de recherche multidisciplinaire féministe de l'Université Laval, *Recherches féministes* compte devenir le lieu par excellence d'échange et de débat pour toutes les chercheuses féministes du Québec et de la francophonie et un outil indispensable pour l'enseignement, la recherche et l'action féministes.

Recherches féministes paraît deux fois l'an, au printemps et à l'automne. Trois numéros sur quatre sont thématiques et incluent à l'occasion, un article hors thème. Les numéros sans thème s'ouvrent à la diversité des recherches féministes contemporaines. Voici un aperçu des thèmes développés dans les premiers numéros.

1988 Vol.1, no 1 L'éducation, sous la direction de Roberta Mura

1988 Vol.1, no 2 Le développement international, sous la direction d'Huguette Dagenais

1989 Vol.2, no 1 L'environnement, sous la direction de Denise Piché

1989 Vol.2, no 2 Sans thème

1990 Vol.3, no 1 L'État, sous la direction de Diane Lamoureux et Ann Robinson

1990 Vol.3, no 2 Les religions, sous la direction de Monique Dumais

La décennie 1990 sera ensuite l'occasion de considérer le temps et le travail mais aussi le moment des bilans de fin de siècle et celui de réflexions sur le féminisme des années 2000...

La directrice de *Recherches féministes* est une membre du GREMF. Le comité de rédaction est composé à parts égales de chercheuses du GREMF et de chercheuses oeuvrant dans d'autres universités (Université du Québec à Montréal, Université du Québec à Rimouski, Université d'Ottawa et l'Université Concordia).

Les "Cahiers de recherche"

Au cours de l'année 1987-88, neuf cahiers de recherche ont été publiés et diffusés. Et cette année 88-89, on évalue à 10 le nombre de cahiers qui seront publiés. Ainsi, le GREMF aura à son actif quelques 30 titres dans sa collection les "Cahiers de recherche".

Cours parrainés par le GREMF

Il y a trois ans, le GREMF déplorait l'absence de lieu de réflexion sur la question des nouvelles technologies de la reproduction. Au semestre d'hiver 1986, Colette Gendron et Edith Deleury met-

taient sur pied le cours "Contrôle de la maternité et technologie de la reproduction" relevant de l'Ecole des gradués. En 1987-88, Edith Deleury fut la titulaire de ce cours et, en 1988-89, c'est sous la coordination de Ann Robinson, avec la collaboration de Edith Deleury, Maria de Koninck et Colette Gendron que le cours se donne à une dizaine d'étudiant-e-s.

Derrière les nombreuses activités du GREMF, on retrouve un noyau de femmes de diverses disciplines activement impliquées à développer la recherche et l'enseignement féministe.

La description suivante du contenu du cours illustre bien la nécessité de le maintenir:

"Ce cours vise à favoriser l'articulation d'une analyse féministe des questions reliées à la reproduction humaine. L'accent est mis sur le développement de nouvelles technologies dans ce domaine, le situant dans le cadre plus large de la place de la reproduction dans les rapports hommes-femmes et du contrôle exercé par les experts sur le corps des femmes"

Une autre membre du GREMF, Roberta Mura, a travaillé avec d'autres personnes à rallier les professeurs intéressés aux sciences et à la situation des femmes. Un cours est ainsi né en janvier 1989: "Femmes, sciences et société".

Cours d'orientation féministe offerts par les membres

Plusieurs membres du GREMF ont cette année encore offert plusieurs cours d'orientation féministe dans le cadre de leur rattachement d'origine. Voici la liste de ces cours:

Professeure: Pierrette Bouchard,
Département d'administration et de politiques scolaires

Titre du cours: Pouvoir et sexualité 2e

cycle
Professeure: Renée Cloutier,
Département d'administration et de politiques sociales

Titre du cours: Femmes, école et société 2e cycle

Professeure: Huguette Dagenais,
Département d'anthropologie

Titre du cours: Perspectives féministes

Professeure: Pauline Fahmy,
Département de counseling et orientation

Titre du cours: Le counseling féministe 2e cycle

Professeure: Diane Lamoureux,
Département de science politique

Titre du Cours: Femmes, féminisme et politique

Titre du cours: Féminisme et politique 2e cycle

Professeure: Geneviève Martin, Ecole de service social

Titre du cours: Mouvement féministe et service social 2e cycle

Professeure: Ann Robinson, Faculté de droit

Titre du cours: Pour une critique féministe du droit 2e cycle

Titre du cours: La femme et le droit
Professeure: Myreille St-Onge, Ecole de psychologie

Titre du cours: Psychologie féministe

Professeure: Chantal Théri,
Département des littératures

Titre du cours: Critique littéraire féministe

12e Colloque annuel de l'Institut canadien de recherches sur les femmes

L'activité principale du GREMF pour l'année en cours restera l'organisation et la tenue du 12e Colloque annuel de l'Institut canadien de recherches sur les femmes. Comme il est encore trop tôt pour tirer des conclusions complètes sur cette activité, retenons que plusieurs membres du GREMF ont été activement impliqués dans l'organisation de ce colloque depuis le mois d'août 1987.

Près de 2000 invitations à communiquer ont été lancées à travers le Canada dès décembre 1987. Le thème du colloque "Femmes et développement" a permis à quelque 650 femmes participantes de s'ouvrir aux femmes des pays du Tiers-Monde tout en ne négligeant pas les femmes d'ici, tant les autochtones, les immigrantes que les autres.

A FEMINIST POLITIC FOR THE UNIVERSITY:

Beyond individual victimization and toward a transformed academy

Opening Address
CAUT Status of Women Workshop,
Vancouver BC
October 1988
(revised for publication, Nov 1988)
Linda Briskin
Sork Science Division
York University

In recent years the CAUT Bulletin has revealed dismal statistics about the inequities in pay, in hiring, tenure and promotion procedures; in access to decision-making structures which face women faculty and staff in the university. The numbers remind us of the scope of the problem, and their persistence suggest that we must delve deeply into the ideology and practices, both formal and informal, that contribute to institutional discrimination in the university.

The documentation of women's experiences in the university has demonstrated that a focus on tenure and hiring decisions, on proving ourselves, on playing by the rules, all of which are encouraged by university norms and practices, has not worked for women. We are rarely considered good enough to hire; our publications are challenged because of both the substance and method of what we study; we face more difficulties and often hostility getting tenure; we are excluded from the informal yet powerful decision-making structures even as we sit on endless numbers of committees. Despite this, we take up the role of the dutiful daughters of the academy (Adrienne Rich), and continue our search for elusive personal excellence, a search which can create a dangerous cocoon of silence and a politics of victimization. If we wait for the safety of tenure to liberate our anger, we may lose our desire to speak, for we find our voice, not through silence, but by speaking.

This talk will consider two factors which contribute to the continuing discrimination that women face in the university: the ideology of liberal individualism and what I call the tyranny of the collegial. This analysis highlights the need for a fundamental transformation of the academy and concludes by examining the potential contribution that both the theory and practice of feminism might make to moving in that direction.

The 'tyranny of the collegial' operates because of the invisibility of the employer and the vagueness of institutional rules. Collegiality is invoked as central to the decision-making process, indeed as a positive alternative to decision-making structures found elsewhere. The informality of collegial processes, however, functions as a mechanism of exclusion for those, like women, who are marginal in the institution. Rules are so vague, it is often difficult to find out who has the power to make decisions, how decisions are made, who sets agendas (if you are lucky enough to have agendas), how to use university structures to make change etc. And despite the efforts of the CAUT and other faculty bodies to develop greater procedural fairness, university rules remain vague.

The detrimental impact of this informality on women is exacerbated by the deeply embedded, though rarely acknowledged, unequal power relations within the collegium. Tenured faculty are often middle class white males, that is, a class, race and gender privileged group. Collegiality can hide these relations of power which inevitably enter into decision-making processes. An effective collegiality depends upon openly confronting these power dynamics; between women and men it depends specifically upon a recognition of gender issues. Unfortunately men in the academy often refuse to acknowledge the salience of gender: by arguing for abstract notions of non-discrimination rather than the naming of specific forms of gender discrimination, by challenging the legitimacy of autonomous women's organizing in forms such as union women's committees; by maintaining that introducing gender into the cur-

riculum challenges objectivity, or by rejecting gender related issues as subjects of scholarly pursuit. Embedded in this resistance is, at one and the same time, a denial of the structural nature of women's unequal status, and a refusal to acknowledge male privilege.

These criticisms are not meant to challenge the desirability of collegiality or the possibility for effective working relationships between women and men in the academy. Rather they suggest the necessity to reveal the current abuses of collegiality, and to build alliances which take account of inequality.

Not only are women disadvantaged in the decision-making processes, but it is also the case that women faculty enter the university as exceptions. We are both on the inside and the outside; we are privileged, yet marginalized; we are overly visible, yet fundamentally invisible. We are singled out as women, yet often ignored as scholars. The ideology and practices of the university isolate women from one other, and structure our relations through intense competition, especially among the untenured. Apparent collegiality, bureaucracy without clear procedure, and women's exceptionality and marginality combine to pressure us to fit in, remain silent, ferret out the rules, protect ourselves.

Not only are women disadvantaged in the decision-making processes, but it is also the case that women faculty enter the university as exceptions.

Given our status as exceptions and the patterns of exclusion, it is not surprising that we explain our successes through the ideology of individualism which suggests that we are able to shape our lives through determination and hard work. This politic is a liability, however, in our struggle to survive once inside the academy.

Liberal individualism is a contradictory ideology for women. On the one hand it challenges to biologism—the belief in natural limits set by biology—has been empowering to women, and despite great odds some women have 'made it'. However the ideology of individualism is also disempowering. It raises expectations without providing the tools—an adequate analysis or strategy—to meet them, precisely insofar as it does not recognize the structural limitations which women face. If success is a result of individual actions, failure is then explained by individual inadequacies. In this ideological context, the university's encouragement of excellence rather than structural change and meaningful affirmative action pushes women toward a politics of individual victimization.

This means not only that individual women are victimized but also that women assume the position of victim by focusing on what appears to be the particular merits of their own case; by attempting to demonstrate that they do measure up to what prove to be elusive standards; by emphasizing procedural solutions which might make the system work fairly for them. Inevitably it means internalizing feelings of powerlessness which prevent us from turning outward to transform a system which so often works against us. The politics of individual victimization reproduces itself in a downward spiral: only women's collective organizing can break that cycle.

The university promotes meritocracy, competition and elusive individual power. Indeed, the ideology of personal excellence makes it appear that institutional discrimination itself is based on merit (she didn't get tenure because

she just wasn't good enough). If we buy into this, then we defeat ourselves, for unravelling our individual experiences demonstrates that they are often based, not on merit or excellence, but on politics and power, a fact which women and men, each for different reasons, may wish to deny. University life is about power but men resist the naming of the privilege which accrues to them. Women experience themselves as relatively powerless.

If discrimination is embedded in institutional structures rather than arising from individual inadequacies, then as isolated individuals we actually have little power. It is only with a political vision of fundamental transformation and a collective strategy that women will be able to resist individual victimization and enhance their status in the university. Empowerment is a collective process, and paradoxically it is also the most effective route to personal power. We must shift, therefore, from the demand to let us into the university to a vision to transform it. I would reiterate what Chaviva Hosek said to a CAUT Status of Women Conference in 1986. 'Only with the power to transform our institutions do we achieve true membership in our communities.' (CAUT Bulletin, Nov 1986)

Both the theory and practice of feminism offer us a political and scholarly standpoint from which to imagine and build a transformed academy. The transformed academy moves toward the community and everyday life, rather than maintains a distance from them; it celebrates change rather than resists and fears it; its structures are participatory and democratic rather than manipulatively informal and simultaneously bureaucratic; it seeks new knowledge rather than defends traditional knowledge; it explicitly validates teaching as a process of teaching and learning liberation (Jane Thompson); it is inclusive rather than exclusive and moves from androcentrism—the male point of view—to the affirmation of a multiplicity of realities; it legitimizes an ethical rather than an objective point of view. What contribution does feminism make to helping us actualize this vision?

Feminist scholarship

Feminist scholarship, which some refer to as the 'new renaissance', is having an impact on the method and content of the disciplines, not only through women's studies courses but also gradually through mainstreaming—the introduction of a gender perspective into all courses. The significance of feminist scholarship is reflected in the staggering quantity of publishing on gender issues, women's experience and feminist theory which has occurred in the last twenty years.

A feminist politic names the personal as political: the individual experience as a social and political reality.

Feminist scholarship seeks new knowledge; redefines legitimate knowledge; expands the horizons of knowledge. By exposing the androcentric bias of the disciplines, feminist scholarship challenges the cloak of objectivity and replaces it with a more ethical stance.

Feminist Pedagogy

As a result of the commitment of the activist women's movement to developing new forms of process, feminist scholarship is increasingly concerned not only with a transformation in content but also in pedagogical approach. This concern with process is deeply embedded in feminist scholarship and is an explicit validation of the importance of teaching and the classroom. Feminist peda-

gogy challenges an overemphasis on rationalism and seeks to incorporate the affective, emotional and experiential into the learning process. Further it seeks concrete ways to replace the competitiveness of classroom interaction with communal, collective and cooperative ways of learning.

The Personal is Political

A feminist politic names the personal as political: the individual experience as a social and political reality. This revelation of the political character of gender underscores the structural and ideological barriers which face women, and helps to turn us from guilt—an inward and individualistic focus—to anger—an outward and societal focus, from the standpoint of victim to that of agent. By definition, therefore, it challenges both the ideology of individualism and the politics of individual victimization.

The ideology of the 'personal is political' provides the foundation to reconstitute the relationship between the public and the private. The apparently disinterested distance from everyday life which the university maintains makes problems such as childcare, sexual abuse or the double day an individual and private responsibility for women as workers in the university, and judges research on these problems as less legitimate, less significant and indeed less scholarly. The 'personal is political' redefines these issues as social responsibilities, challenges philosophical inquiry, pure research and objective analysis isolated from the larger community, and attempts to heal the split between the public and the private.

The Multiplicity of Experience

The feminist politic identifies the female experience as different from the male experience, thereby challenging androcentrism and laying the basis for the legitimization of the multiplicity of experiences based on the class, race, ethnicity, gender, age, and sexual orientation of all members of the university community.

By challenging the exclusion of women, a feminist politic exposes the phenomenon of exclusivity in the university, and creates the possibility and initiates a practice of greater inclusivity.

New Forms of Organizing

The feminist strategy of 'building sisterhood on the basis of diversity' through coalitions suggests a direction for the university based on challenging hierarchical boundaries: between staff, faculty and students; between women workers inside and outside the university; between the university and the community; and indeed, between women and men. Such broad-based alliances inside the academy, and with the women's movement, the trade union movement and other progressive forces for change will challenge the elitism of the professoriate, redefine the university community, and bring together all those who have a vested interest, not necessarily in the university as we know it, but in the university as it might be become.

RECLAIM THE RADICAL VISION EMBEDDED IN FEMINISM

Women's experiences of organizing confirm the fact that transformative change is necessary to challenge the deeply-rooted patterns of discrimination which women face. As women in the university we are disarmed in the struggle to transform the academy by the tyranny of the collegial and the powerful ideology of individualism which pervades Canadian society, and which is expressed and reproduced in the norms and practices of university life. Feminism—by definition about making change—provides an alternative.

To claim feminism, and the radical visions of social change embedded in it, and to bring these into the university carry a risk. But in that reclamation we will rediscover the power of our collective voice; challenge our isolation and powerlessness as individual women in the university; validate our anger; and affirm our right to a vision of a transformed academy. The transformed academy is our right as women, it is our responsibility as feminists, and it will be our liberation.

UNE POLITIQUE FÉMINISTE POUR L'UNIVERSITÉ:

Au-delà des représailles personnelles et vers une université transformée

Allocution d'ouverture
Atelier du Comité du statut de la
femme de l'ACPU
Octobre 1988
(Révisé pour publication en
novembre 1988)
Linda Briskin
Division des sciences sociales
Université York

Au cours des dernières années, le Bulletin de l'ACPU a révélé des statistiques sombres quant aux inégalités en matière de salaire, dans les procédures d'embauche, l'octroi de la permanence de l'emploi et de promotion ainsi que l'accès aux structures de prise de décisions auxquelles les femmes universitaires font face. Les chiffres nous rappellent l'étendue du problème et leur constance suggèrent que nous devons fouiller dans les théories et les procédures, formelles et informelles, qui contribuent à la discrimination dans l'université.

La récit de cas de femmes universitaires a démontré que se concentrer sur la permanence de l'emploi et l'embauche, sur faire ses preuves, sur jouer selon les règles, ce que les pratiques et les normes de l'université encourage, n'ont pas réussi pour les femmes. On nous juge rarement suffisamment compétentes pour engager, on critique nos publications à cause du sujet et de la méthode de ce que nous étudions, nous faisons face à des difficultés plus grandes et, souvent, à de l'hostilité dans le but d'obtenir la permanence de l'emploi, on nous exclut des structures informelles mais influentes de prise de décisions, bien que nous siégeons à un nombre incalculable de comités. Malgré cela, nous jouons le rôle de filles soumises à l'université (Adrienne Rich) et continuons notre quête de l'insaisissable excellence personnelle, quête qui peut engendrer un cocoon dangereux de silence et une politique de représailles. Si nous attendons la 'sécurité' de la permanence de l'emploi avant de donner libre cours à notre colère, il est possible que nous perdions le désir de parler parce que nous faisons entendre notre voix en parlant et pas en se taisant.

La présente allocution traitera de deux facteurs qui contribuent à la discrimination continue à laquelle les femmes font face à l'université: la théorie de l'individualisme libéral et ce que j'appelle 'la tyrannie de la collégialité'. La présente analyse met en lumière le besoin d'une transformation fondamentale de l'université et conclut en examinant la contribution possible que la théorie et la pratique du féminisme peuvent apporter pour faire bouger les choses dans cette direction.

La 'tyrannie de la collégialité' fonctionne à cause de l'invisibilité de l'employeur et de l'imprécision des règles institutionnelles. La collégialité est, dit-on, essentielle au processus de prise de décisions, et, en fait une alternative valable aux structures de prise de décisions retrouvées ailleurs. L'informalité des processus de la collégialité fonctionne, toutefois, comme un mécanisme d'exclusion pour ceux qui, comme les femmes, sont marginaux. Les règles sont tellement vagues qu'il est difficile de déterminer la personne qui détient le pouvoir de prendre les décisions, la manière dont les décisions sont prises, la personne qui établit les ordres du jour (si vous êtes assez chanceux d'avoir un ordre du jour), la manière dont on utilise les structures de l'université dans le but d'apporter des changements, etc. Malgré les efforts de l'ACPU et d'autres organismes universitaires visant à développer une plus grande équité de procédures, les règles de l'université demeurent vagues.

Les relations de pouvoir inégales profondément ancrées dans la collégialité, bien que rarement reconnues, augmentent l'impact négatif de cette informalité sur les femmes. Les professeurs permanents sont souvent des hommes blancs de la classe moyenne, soit une classe, une race et un sexe privilégiés. La collégialité peut camoufler ces relations de pouvoir qui entrent inévitablement dans le processus de prise de décisions. L'efficacité de la collégialité dépend d'affronter ouvertement cette dynamique du pouvoir, cela dépend spécifiquement, entre hommes et femmes, de la reconnaissance des problèmes reliés au sexe. Malheureusement, les universitaires mâles se refusent souvent à reconnaître l'évidence des

différences reliées au sexe en soutenant les notions abstraites de non-discrimination plutôt qu'en nommant les formes précises de discrimination fondée sur le sexe, en niant la légitimité de l'organisation autonome de femmes sous forme de comités de femmes à l'intérieur de syndicats, en soutenant qu'incorporer le sexe dans les contenus de cours met en doute l'objectivité ou en rejetant les problèmes reliés au sexe en tant que sujet d'étude. Il y a d'énormes dans cette résistance un refus de la nature structurelle du statut d'inégalité des femmes de même que le refus de reconnaître les privilèges mâles.

Ces critiques ne visent pas à mettre en doute les avantages de la collégialité ni la possibilité que les relations entre les hommes et les femmes universitaires fonctionnent. Elles suggèrent plutôt la nécessité de révéler les abus actuels de la collégialité et de nouer des alliances qui tiennent compte des inégalités.

Les femmes ne sont pas uniquement désavantagées dans le processus de prise de décisions mais encore elles entrent à l'université en tant qu'exceptions. Nous le sommes de l'intérieur comme de l'extérieur: on nous choisit mais on nous marginalise, nous sommes trop visibles mais invisibles sur les questions de fond. On nous pointe du doigt en tant que femmes mais on nous ignore souvent en tant qu'universitaires. L'idéologie ainsi que les pratiques de l'université isolent les femmes et structurent nos relations au moyen d'une forte concurrence, surtout entre les professeurs non permanentes. La collégialité apparente, la bureaucratie sans procédures claires ainsi que l'exceptionnalité et la marginalité des femmes se combinent afin de nous obliger à rentrer dans les rangs, garder le silence, découvrir les règles, se protéger.

Il n'est pas étonnant que, vu notre statut d'exception et notre vécu d'exclusion, nous expliquions nos succès par la théorie de l'individualisme qui suggère que nous pouvons régler nos vies grâce à la détermination et au travail. Cette politique cependant est un passif dans notre lutte à la survie une fois à l'intérieur de l'université.

L'individualisme libéral est une théorie contradictoire pour les femmes. D'un côté, le défi au biologiste - la croyance dans les limites naturelles établies par la biologie - a été conféré aux femmes et, en dépit des chances, quelques femmes ont 'réussi'. Cependant, la théorie de l'individualisme est également dérangeante. Elle fait naître des espoirs sans fournir les outils - une analyse ou stratégie adéquate - pour satisfaire à ce que l'on peut appeler le non-reconnaissance des limites structurelles auxquelles les femmes font face. Si le succès est le résultat de réalisations individuelles, on explique alors le défaut par les inaptitudes individuelles. Dans ce contexte idéologique, l'encouragement de l'université à l'excellence plutôt qu'au changement de structure et d'action positive significative pousse les femmes vers une politique de représailles individuelles.

Ceci veut dire que non seulement les femmes subissent des représailles mais qu'elles assument également le rôle de victimes en se concentrant sur ce qui semble être les mérites particuliers de leur cas, en essayant de démontrer qu'elles sont à la mesure de ce qui se révèle être des normes intangibles, en se concentrant sur des solutions, des procédures qui pourraient faire travailler le système de manière équitable pour elles. Inévitablement, cela signifie refouler ses sentiments d'impuissance qui nous empêchent de se tourner vers l'extérieur dans le but de transformer un système qui travaille si souvent contre nous. La politique de représailles individuelles se reproduit en une spirale descendante; uniquement l'organisation collective des femmes peut briser ce cycle.

L'université favorise la méritocratie, la concurrence et l'illusoire pouvoir individuel. La théorie de l'excellence personnelle laisse croire que la discrimination institutionnelle se base sur le mérite (elle n'a pas obtenu sa permanence simplement parce qu'elle n'était pas assez bonne). Nous nous faisons échoer si nous y croyons. Car raconter nos expériences démontre qu'elles se basent souvent non sur le mérite ou l'excellence mais sur la politique et le pouvoir, fait que femmes et hommes, chacun pour des raisons différentes, désirent nier. La vie universitaire est synonyme de pouvoir mais les hommes résistent à donner un nom

au privilège qui leur échoit et les femmes se perçoivent comme ayant relativement peu de pouvoir.

Si la discrimination est encaissée dans les structures institutionnelles plutôt que d'être le résultat des inaptitudes individuelles, alors nous avons effectivement peu de pouvoir en tant que personnes isolées. Ce n'est que grâce à une vision de transformation fondamentale et une stratégie collective que les femmes seront en mesure de résister aux représailles individuelles et à améliorer leur situation à l'intérieur de l'université. L'exercice du pouvoir est un processus collectif et, paradoxalement, c'est également le chemin le plus efficace vers le pouvoir personnel. En conséquence, nous devons arrêter de demander qu'on nous laisse entrer à l'université pour essayer de la transformer. Je désire reprendre ce qu'avait dit Chavira Hosek lors de la Conférence sur le statut de la femme de l'ACPU en 1986: 'Nous devenons membre à part entière de notre collectivité uniquement grâce au pouvoir de transformer nos institutions.' (Bulletin de l'ACPU, novembre 1986).

La théorie aussi bien que la pratique du féminisme nous offrent un point de vue politique et pédagogique à partir duquel imaginer et construire une université transformée.

Une politique féministe désigne la personne en tant qu'être politique: l'expérience personnelle en tant que réalité sociale et politique.

L'université transformée se tourne vers la collectivité et la vie de tous les jours plutôt que de s'en tenir à l'écart; elle loue le changement plutôt que d'y résister et de le craindre; ses structures sont participatives et démocratiques plutôt que manipulativement informelles et simultanément bureaucratiques; elle recherche une connaissance nouvelle plutôt que de défendre la connaissance traditionnelle; elle entérine explicitement l'enseignement en tant que processus d'enseignement et la libération de l'apprentissage (Jane Thompson); elle est inclusive plutôt qu'exclusive et passe de l'androcentrisme - le point de vue mâle - à l'affirmation d'une multiplicité de réalités; elle légitime un point de vue éthique plutôt qu'objectif. Quelle contribution le féminisme apporte dans le but d'aider à réaliser cette vision?

La recherche féministe

La recherche féministe, que certains appellent 'la renaissance' a un impact sur la méthode et le contenu des disciplines, non seulement au moyen des cours d'études des femmes mais également, par étapes, grâce aux grands courants, l'introduction de perspectives déterminées par le sexe dans tous les cours. L'importance de la recherche féministe se manifeste dans la quantité étonnante de publications sur les problèmes reliés au sexe, l'expérience des femmes et la théorie féministe qui a été produite au cours des vingt dernières années.

La recherche féministe poursuit une connaissance nouvelle: elle redéfinit la connaissance légitime, elle élargit les horizons de la connaissance. En mettant au jour le parti pris androcentrique des disciplines, la recherche féministe soulève le voile de l'objectivité et le remplace par une position plus morale.

Pédagogie féministe

Suite à l'engagement du mouvement activiste des femmes à de nouvelles formes évolutives de processus, la recherche féministe s'inquiète de plus en plus de changements non seulement du contenu des cours mais aussi de l'approche pédagogique. Cette préoccupation du processus est profondément enracinée dans l'enseignement féministe et représente une validation de l'importance de l'enseignement dans les salles de cours. La pédagogie féministe met en doute une trop

grande importance sur le rationalisme et cherche à incorporer l'affectivité, les sentiments et l'expérimentation dans le processus d'apprentissage. En outre, elle tente de trouver des moyens concrets pour remplacer la concurrence de l'interaction dans les salles de cours avec des moyens d'apprentissage communautaires, collectifs et coopératifs.

La personne-être politique

Une politique féministe désigne la personne en tant qu'être politique: l'expérience personnelle en tant que réalité sociale et politique. Cette révélation de la nature politique du sexe souligne les frontières structurelles et idéologiques auxquelles les femmes font face et aide à nous faire passer de la culpabilité - sentiment tourné vers l'intérieur et individualiste - à la colère - sentiment tourné vers l'extérieur et la société, du point de vue de la victime à celui d'agent. Par définition, elle met au défi l'idéologie de l'individualisme de même que la politique de représailles individuelles.

La théorie de la personne-être politique jette la base de la reconstitution de la relation entre le public et le privé. La distance apparemment désintéressée d'avec la vie de tous les jours que l'université maintient fait de problèmes tels que garde d'enfants, abus sexuel ou double journée une responsabilité individuelle et jette les bases de la légitimité que travaillent à l'université et estime que la recherche sur ces problèmes est moins légitime, moins importante et, en fait, moins universitaire. La théorie de la personne-être politique redéfinit ces problèmes en tant que responsabilité sociale, défi à la recherche philosophique, à la recherche pure, à l'analyse objective isolée de la communauté en général puis tente de reformer la distinction entre le public et le privé.

La multiplicité de l'expérience

La politique féministe identifie l'expérience des femmes comme différente de l'expérience des hommes, défiant ainsi l'androcentrisme et jetant les bases de la légitimité de la multiplicité des expériences selon la classe, la race, l'ethnie, le sexe, l'âge et l'orientation sexuelle de tous les membres de la communauté universitaire. En défiant l'exclusion des femmes, une politique féministe met au jour le phénomène de l'exclusion dans l'université et crée la possibilité de plus d'instituer une pratique de plus grande inclusivité.

Formes nouvelles d'organisation

La pratique féministe de bâtir une sororité sur la base de la diversité par le biais de coalitions donne l'exemple à l'université de défier les limites hiérarchiques entre les membres du personnel, les corps professoral et les étudiants, entre l'université et la collectivité et, en fait, entre les hommes et les femmes. De telles alliances à grande échelle à l'intérieur de l'université et avec les mouvements de femmes, le mouvement syndical et autres forces progressistes visant le changement mettront au défi l'élite du professionnalisme et redéfinira la communauté universitaire et rassemblera tous ceux qui ont un intérêt accumulé, pas nécessairement dans l'université telle que nous la connaissons mais l'université comme elle pourrait devenir.

REAFFIRMER LA VISION RADICALE ENCHASSÉE DANS LE FÉMINISME

Les expériences d'organisation des femmes confirment le fait que le changement transformatif est nécessaire à défer les modèles profondément enracinés de discrimination auxquels les femmes font face. En tant que femmes universitaires, nous sommes désarmées par la lutte avec les structures et les méthodes par la tyrannie de la collégialité et la puissante théorie de l'individualisme qui prévaut dans la société canadienne et qui sont exprimées et reproduites dans les normes et pratiques de la vie universitaire. Le féminisme - par définition synonyme de changement - fournit une solution de recherche.

Se réclamer du féminisme et des visions radicales de changements sociaux qui y sont encaissées et de les appliquer à l'université comporte des risques. Mais, grâce à cette réaffirmation, nous redécouvrons le pouvoir de notre voix collective, nous défier notre isolement et notre impuissance en tant que femme à l'université, nous justifions notre colère et affirmer notre droit à une vision de l'université transformée. L'université transformée est notre droit en tant que femmes et est notre responsabilité en tant que féministes. Elle sera notre libération.

INFORMATION PAPER:

Gender Harassment

Following is the first draft of a policy statement on gender harassment which has been prepared by the CAUT Status of Women Committee. You are invited to submit your comments and suggestions for revisions to Dr. Lorelei Cederstrom, Brandon University, R.R. #3, Brandon, Manitoba, R7A 5Y3, by May 31, 1989.

I. Rationale:

While many institutions have enacted policies to deal with the sexual harassment of an individual, few have adopted policies dealing with the larger attitudinal problem of gender harassment, involving discrimination against women as a group. While discriminating against an individual on the basis of sex is illegal, society continues to tolerate expressions of discriminatory attitudes against women as a group. The purpose of this paper is to clarify what is meant by gender discrimination and harassment and to assist, thereby, in educating the professoriate to the realization that such sexism is destructive to female colleagues and students and is, therefore, as socially unacceptable as any other expressions of overt discrimination.

II. Sexual Harassment/Gender Harassment Defined:

Sexual harassment is defined by CAUT Policy:

Sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic status or academic accreditation; b) submission to or rejection

of such conduct by an individual is used as the basis for employment, or for academic performance, status or accreditation decisions affecting such individual; or c) submission to such conduct has an implicit or explicit promise of reward, or rejection of such conduct has an implicit or explicit threat of reprisal; or d) such conduct has the purpose or effect of interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or academic environment.

Gender harassment is related to the latter area (d) of sexual harassment and in its severest form results in what is also known as the "poisoned work environment". The work atmosphere is said to be poisoned when the individual suffers stress caused either by humiliation, insults and hostility, or conversely, by being ignored and treated as a non-person. The poisoned work environment usually arises from the holding of stereotyped views of women. It may also result from the acting out of stereotyped expectations in an effort to re-establish the traditional roles of men and women by ridding the workplace of women or preventing women from achieving equity in rank and status. In its milder and more common forms, gender harassment consists of negative comments about the general suitability of women for the professional work in which they are involved or the status to which they aspire. These comments may take the form of sweeping generalizations, such as "Women are no good in math and should stay out of the sciences," or may involve declarations of the proper sphere for women based on semi- or pseudo- scientific evidence, such as, "Studies show that children thrive best when attended by their mothers; therefore, a woman's place is..."

III. Gender Harassment and discrimination in the University:

A. Gender Harassment in the university most often takes the form of sexist remarks about women as a group. These generalized comments about women's inferiority are particularly insidious in the university because they affect not only the working atmosphere, destroying all collegiality, but also convince impressionable female students of their own inadequacy, thereby seriously inhibiting their participation in academic work and limiting their aspirations.

B. Gender Harassment in the university often involves, on the part of the harasser, a devotion to a status quo from which women have been systematically eliminated. This is the result of a gender-biased mindset which automatically excludes women from professional consideration. Persons with this mindset, for example, would never think to nominate a woman for a position of authority, such as department chair or deanship, nor would they attribute much value to the contributions of women faculty in teaching or research. As well, such persons would take for granted the appropriateness of making academic decisions in informal social situations which do not normally include female colleagues. More importantly, such generalized gender bias makes it difficult for women to gain entry to the university, and once there, to advance as rapidly as male colleagues, if they advance at all.

C. Gender harassment in the university is reinforced by the use of sexist language. Women feel excluded by the habitual use of male pronouns at university gatherings, and by the use of male titles such as chairman. As well, women do not often consider themselves to be appropriate candidates for new positions defined in terms of the qualities being sought

in the "new man" or the manpower the position requires.

IV. Characteristics of Gender Harassment:

Gender harassment can be identified by the following characteristics:

- actions and words are based on sexual stereotypes which assume inherent basic differences between the sexes, and "appropriate" roles for men and women in the university and at home;
- taunting, teasing, criticizing, and demeaning remarks are frequently made;
- remarks which may, but need not, include sexual references or propositions are typical;
- recipients are made to feel isolated, different, inadequate, and not part of the group;
- recipients tend to feel that resistance or complaining is meaningless as nothing is enforced, so they do not accept or reject, but merely endure, the harassment;
- the recipient's job performance suffers as a result of stress, illness, etc.
- lack of co-operation or extra workload creates obstacles to efficient and productive performance;
- usually the employment consequences stop short of firing, but rather, consist of difficulties in attaining promotion, tenure and administrative positions.

V. Conclusions:

Gender harassment is difficult to prove, for it is an attitudinal problem, yet has a cumulative effect subjecting women to subtle yet damaging behaviour. However, since complaining often escalates the harassment, the recipient's tolerance of the poisoned work environment becomes a term or condition of employment. The recipient's work performance often suffers, thus providing employers with an apparently legitimate excuse for reprisal.

DOCUMENT DE TRAVAIL:

Discrimination fondée sur le sexe - "gender harassment"

Le texte qui suit est la première version du document de travail de l'énoncé de principes sur la discrimination fondée sur le sexe "gender harassment", préparé par le Comité du statut de la femme de l'ACPU. Vous êtes invitées à nous soumettre vos commentaires et suggestions. Vous êtes priées de les faire parvenir à l'attention de: Professeure Lorelei Cederstrom, Ph.D., Brandon University, R.R. #3, Brandon, Manitoba, R7A 5Y3, avant le 31 mai 1989.

I. Raison d'être

Bien que plusieurs institutions aient adopté des politiques traitant du harcèlement sexuel visant une personne, peu se sont dotés d'une politique traitant du problème d'attitude plus large du harcèlement envers un sexe, impliquant la discrimination contre les femmes en tant que groupe. Bien qu'il soit illégal de faire de la discrimination contre une personne sur la base de son sexe, la société continue à tolérer les attitudes discriminatoires contre les femmes en tant que groupe. Le but du présent document de travail est de clarifier ce que l'on entend par discrimination fondée sur le sexe et "gender harassment". Par conséquent, il aide au corps professoral à prendre conscience qu'un tel sexisme est destructif pour les collègues féminins et les étudiantes et est donc socialement inacceptable, tout comme n'importe quelle autre forme de discrimination évidente.

II. Définition du harcèlement sexuel/discrimination fondée sur le sexe "gender harassment":

La politique de l'ACPU en matière de harcèlement sexuel donne la définition suivante:

Des avances sexuelles, des demandes de faveurs sexuelles et autre comportement verbal ou physique de nature sexuelle si: a) la soumission à un tel comportement est explicitement ou implicitement une condition

de l'embauche, du statut universitaire ou de l'accréditation d'une personne; b) se soumettre ou rejeter un tel comportement sert de fondement à l'embauche, à l'évaluation du rendement ou à la décision concernant le statut ou l'accréditation d'une telle personne; c) la soumission à un tel comportement implique la promesse implicite ou explicite d'une récompense ou le rejet d'un tel comportement comporte la menace implicite ou explicite de représailles ou d) un tel comportement a le but ou la conséquence d'affecter le travail d'une personne ou son rendement universitaire ou de créer une atmosphère de travail ou universitaire intimidante, hostile ou blessante.

La discrimination fondée sur le sexe "gender harassment" est reliée au point (d) précédemment mentionné de la définition du harcèlement sexuel et sa forme la plus grave résulte en ce qui est aussi appelé "atmosphère de travail empoisonnée". L'atmosphère de travail est dite empoisonnée lorsque la personne souffre de stress causé par l'humiliation, les insultes et l'hostilité ou en étant ignorée et n'étant pas traitée comme une personne. L'atmosphère de travail empoisonnée provient habituellement de stéréotypes d'opinions préjugées sur les femmes. Il peut également venir des attentes de stéréotypes afin de rétablir les rôles traditionnels en dirigeant le lieu de travail des femmes ou en empêchant les femmes d'obtenir l'égalité de rang ou de statut. Sous sa forme la plus bénigne et la plus courante, la discrimination fondée sur le sexe consiste en commentaires négatifs sur l'inaptitude des femmes à la profession qu'elles occupent ou le statut auquel elles aspirent. Ces commentaires peuvent prendre la forme de généralisations très larges telles que "Les femmes ne sont pas bonnes en maths et ne devraient pas se lancer en sciences" ou peuvent inclure des déclarations sur la place appropriée des femmes d'après des preuves semi ou pseudo scientifiques comme "Des études démontrent que les enfants se développent mieux lorsque c'est leur mère qui s'en occupe; la place d'une femme est donc..."

III. Discrimination fondée sur le sexe "gender harassment" au milieu universitaire:

A. La discrimination fondée sur le sexe en milieu universitaire prend le plus souvent la forme de remarques sexistes contre les femmes en tant que groupe. Ces commentaires généralisés au sujet de l'infériorité des femmes sont particulièrement insidieux à l'université parce qu'ils affectent non seulement l'atmosphère de travail, détruisant toute collegialité, mais ils convainquent également les étudiantes plus susceptibles de leur inaptitude, empêchant leur participation au travail universitaire et limitant leurs aspirations.

B. La discrimination fondée sur le sexe en milieu universitaire implique souvent, de la part de harceleurs, un parti pris pour le statut quo relativement aux femmes qui ont été systématiquement diminuées. C'est le résultat d'un état d'esprit qui exclut automatiquement les femmes de toute considération professionnelle. Par exemple, les personnes ayant cette mentalité ne songeraient jamais à nommer une femme à un poste d'autorité, tel que chef de département ou doyen, ni attribuer beaucoup de valeur aux contributions de professeurs à l'enseignement ou à la recherche. En outre, ces personnes prendraient pour acquis la prise de décisions en situations sociales informelles qui n'incluent normalement pas les collègues féminins. Mais, de manière plus importante, ces généralisations du parti pris sexiste entraverait l'accès des femmes à l'université et, une fois entrées, elles n'avanceraient pas aussi rapidement que leurs collègues mâles, si elles obtiennent de l'avancement.

C. L'utilisation d'un langage sexiste confirme la discrimination fondée sur le sexe en milieu universitaire. Les femmes se sentent exclues par l'utilisation habituelle de pronoms mâles lors de rencontres à l'université et par l'utilisation de titres mâles. En outre, les femmes ne se considèrent pas souvent candidates valables à de nouveaux postes aux termes des qualités que l'on exige d'un "nouveau" ou de l'autorité requise pour le poste.

IV. Caractéristiques de la discrimination fondée sur le sexe "gender harassment":

On peut identifier les caractéristiques de la discrimination fondée sur le sexe comme suit:

- les actes et paroles d'après des stéréotypes qui présupposent des différences fondamentales entre les sexes de même que les rôles "convenables" ou "appropriés" pour les hommes et les femmes à l'université et à la maison;
- l'utilisation de remarques sarcastiques, railleuses, critiques et dégradantes;
- l'utilisation de remarques qui peuvent comprendre des références ou propositions sexistes qui sont typiques;
- les destinataires sont portées à se sentir isolées, différentes, incompetentes et à part du groupe;
- les destinataires ont tendance à penser que résister ou se plaindre est inutile puisque rien n'est appliqué. La conséquence est qu'elles n'acceptent, ni ne rejettent, mais elles endurent le harcèlement;
- le rendement des destinataires se ressent du stress, de la maladie, etc.;
- le manque de collaboration ou du travail supplémentaire fait obstacle à l'efficacité et à la productivité;
- habituellement, les conséquences sur l'emploi ne vont pas jusqu'au congédiement mais consistent, plutôt, en difficultés à obtenir la promotion, la permanence et/ou la nomination à un poste administratif.

V. Conclusions:

La discrimination fondée sur le sexe "gender harassment" est difficile à prouver, étant donné qu'il s'agit d'un problème de comportement, mais il a un effet cumulatif qui soumet les femmes à une attitude subtile mais préjudiciable. Toutefois, la tolérance de la destinataire à l'atmosphère de travail empoisonnée devient souvent une condition de l'emploi, vu que se plaindre aggrave le harcèlement. Le rendement au travail de la destinataire s'en ressent souvent, fournissant ainsi aux employeurs un prétexte apparemment légitime de représailles.